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THE WEANING OF ADOLESCENTS

AN EMINENT PHYSICIAN AND PSYCHOLOGIST
TELLS PARENTS WHEN AND HOW TO UNTIE
THE APRON-STRINGS

By WILLIAM S. SADLER, M. D.

As boys and girls grow up in the home, there comes a time when it is advisable to begin to wean them from parental control and home security. Even though it is made possible for them to assume responsibilities and to make their own decisions regarding certain things, the younger children, of course, are almost wholly dependent on their parents for guidance in life adjustments; but with the attainment of adolescence youths need to be gradually but in-

creasingly taught to rely upon their own decisions and to begin to exercise the faculty of standing alone in life.

It is disastrous to undertake to separate the adolescent suddenly from the home and from its security. We are continually seeing the bad results of allowing boys and girls to grow up utterly dependent upon parents and home, and then, upon graduating from high school, to find themselves suddenly thrown out to earn their own living away

from home or to go to college, far removed from the influences of constant parental guidance and other home support. The vast majority of the embarrassing and disabling attacks of homesickness are due entirely to this failure to bring about a graduated weaning during early adolescence. It is advisable to begin this weaning even before adolescence, say about the twelfth year, and, with the more precocious boys and girls, even during the eleventh year. Deliberately plan to bring about situations where the youngsters shall be left to make important decisions for themselves, albeit under the eye of parental guidance; let them early feel the necessity of bearing responsibility, of facing their personal problems, of making individual decisions.

It is the fond mother who particularly errs in this matter.

*Using one's own judgment
in everyday affairs develops
the ability to use it in vital
matters*



Drawings by Grace Norcross

Most fathers, especially in regard to their sons, have more or less realization of the necessity and importance of the boy's growing up to become self-reliant and increasingly able to decide things for himself. But with the mother it is different. Her chief business is to rear children. The typical mother fully realizes the divine calling of motherhood, and she is so thoroughly consecrated, so wholly devoted to the job that she fails to recognize the approaching completion of her task. She wants to go right on mothering her children even when her work for them is all but done. The approach of adolescence should warn her that her labors are almost over, and she should gradually discontinue her protecting and fostering practices and thus begin to prepare her boys and girls to develop a sense of personal responsibility for facing life's situations as independent personalities. But mothers do not take kindly to losing their jobs.

The maternal instinct seems to be stronger than the paternal. The father is never so closely identified with the home and the intimate and developing lives of the children, and he therefore seems to object less seriously to their growing up, leaving home, and beginning life for themselves; but the average mother resents the idea of losing her children. She clasps them to her heart, as it were; she seems to sense that their care has been her chief vocation; and she dislikes the idea of seeing her life work gradually slip out from under her control. Therefore, without intending to be selfish, the average mother holds on to her children lest they get away; and in many cases when they do leave home, even at marriage, she sustains an emotional shock from which she does not recover in years. I have under my care at the present time a woman who did beautifully in bringing up four children, but when the eldest married and went away this mother so resented her loss that she has been



Let boys and girls learn early to face life independently and courageously

a nervous semi-invalid ever since—a period of almost nine years.

FINANCIAL AND SOCIAL WEANING

WHEN a child reaches the age of thirteen, his taste and judgment should be called on in purchasing his clothes. By this age he should begin to make a definite plan—a budget—for the utilization of his time, as well as a financial budget to cover the year's expenses. By this time—in most cases long before—he should be running his own finances, keeping a careful cash account, and carrying his own bank account. In many cases I think it advisable that he should directly contribute something to his own support; certainly, sooner or later he should be required to pay for board and room at

home. This should be an unvarying rule with boys and girls who have gone to work, and even during student days it would be well to increase their allowances and let them make some small contribution, say the actual cost of food, to the family exchequer. For even during the early years of adolescence it is none too soon to begin teaching children that the necessities of life, as well as its luxuries, cost money; and this is best accomplished by letting them make weekly or monthly payments to cover a part of this cost. I do not see how they are to learn the value of money if they are given allowances for their incidental expenses and at the same time are kept in ignorance about what board, lodging, clothing, and other necessities cost, to say nothing about school tuition, music lessons, and similar cultural pursuits.

Without adequate training along these lines young people are at a sad disadvantage when suddenly thrown out into the world to make their own living. We owe it to our sons and daughters to make provision for their gradual financial weaning, so that they need not go through the disheartening and often cruel experiences that otherwise are almost sure to come to them.

We must also provide for the social weaning of youth. They must be taught how to make friends, to get along with people, not only in the home but outside it; how to conduct themselves in other homes; how to mingle with the "herd" without experiencing undue fear, on the one hand, and without creating unnecessary friction among those with whom they come in contact. The beginning of such training can be made even in the nursery school, where the little child first learns to share toys and activities with others. As the child approaches adolescence,

it is important that the social qualities be further developed. If this phase of adolescent weaning is neglected, there is great danger, especially among the introvert type of youths, of the development of a tendency toward social inadequacy, if not a downright social inferiority.

EMOTIONAL WEANING

EMOTIONAL weaning is perhaps best accomplished by refraining from all practices which discourage the adolescent boy and girl from falling in love with teach-

ers and fellow adolescents, and particularly by avoiding anything that will hinder the early manifestation of affection toward the opposite sex. All of these experiences, particularly the latter, instead of being made the occasion

Dr. Sadler has had many years of professional experience with adolescents and their parents. He is director of the Chicago Institute of Research and Diagnosis and, with his wife, he is the author of a number of books.

for unkind teasing or cruel jesting, should be encouraged. They are a necessary part of adolescent weaning.

While the budding personalities of youth must be safeguarded against many pitfalls and carefully guided through the treacherous maze of modern social conditions as regards numerous vicious tendencies, nevertheless, these youths should not be sat down on too hard when their young and bristling personalities seek for self-expression and for independent manifestation. I know of nothing having to do with child culture, I know of no phase of the attempt to pilot modern youth through the adolescent years, that requires such wisdom, such sagaciousness on the part of parents as this program of progressive weaning. It is the acid test of parental wisdom, and it is all too often defeated by so-called parental love.

Of course, the more a child has been pampered and spoiled in preadolescence, the

more difficult the weaning will be. These boys who have been made sissies, who have been tied to their mothers' apron strings during pre- and early-adolescence, will be all the more difficult to wean as adolescence progresses; but, above all, parents must not make the mistake of attempting to wean these young folks suddenly. It should all be a very gradual, natural procedure. Recognizing that sooner or later the children must be set free, for the sake of both themselves and their children, parents should see that the process is begun early and is systematically continued with the arrival of adolescence.

PUSHING SOMETIMES NECESSARY

THE introvertish types of boys and girls, who do not like to mix socially or to engage in competitive games, should be steadily pushed into athletics and social activities. As they get older, they will thank those wise parents who have forced them out and will reproach those who have failed to do so. When young, they must be taught to play the game for its own sake, to be good losers, and always to be the first to congratulate the winner. We must recognize that overprolonged attachment to parents and home influences will never fail to foster incapacity for emotional, social, and economic adjustment. The parents of the civilized races would do well to study how their forbears pushed the adolescent out into the world to learn to shift for himself before they received him as a fully developed member of the tribe.

I have almost come to the place where I think it would be a fine thing for all boys and girls to be sent away from home for a year before they are eighteen, or at least by

that time. I realize there is some danger in such a program, but plenty of sad things happen to those who are not thus sent away. If this is not done, two or three summers at boys' or girls' camps—good ones where there are proper activities and discipline—would be excellent. I am becoming more and more a believer in the summer camp for adolescents. It is a great aid to this weaning I am talking about.

What a serious thing it is to have boys and girls cling close to parents and home right up to the time of their marriage! What a great handicap these youths who do not go away to college have in getting along during the earlier years of married life! They suffer, and in turn their children suffer, because of their parents' indifference to the necessity for adolescent weaning.

I realize that it is impossible to give parents a program of set rules for the emotional weaning of their boys and girls. My chief purpose in this article is to call attention to the necessity for so doing; to arouse parents to the realization of the importance of setting about early to develop the personality, will power, decision, and stamina of their sons and daughters; to waken them to the realization that these boys and girls do not belong to us as parents—that we are simply senior members of the home firm of which they are junior members; and that, after all, our greatest obligation as parents is to prepare our children to grow up with strong characters, effective minds, and progressive personalities, so that they may in due time leave our homes and go out into life to establish their own, the homes that are to become the bulwark of the civilization of the next generation, even after we, the parents of today, have passed off the stage of action.



THE LITTLE RASCAL

A NURSERY SCHOOL EXPERT DISCUSSES FOR
PARENTS AND PRESCHOOL STUDY GROUPS A
BAFFLING PROBLEM

By RHODA W. BACMEISTER

1. *Name some of the reasons why children become "teasers," or "little rascals."*
2. *Why should this tendency be corrected?*
3. *How would you go about changing your child from a "little mischief" to a jolly, sturdy little companion?*

TOMMY could walk now. He could even run a bit, in a wabbly sort of way. He knew how to "Come here, Tommy"; he knew not to touch the fire; and he was learning how to feed himself so well that he didn't need a complete bath afterwards. Tommy was a big boy!

He was so big that one day he thought of a new sort of experiment to try. He stood watching Mother prepare his dinner, but when it was all ready and Mother said, "Now come here, Tommy," a dazzling idea burst upon him! He chuckled and stood still. Mother said it again. "Come here, Tommy." He laughed aloud, then, and put his inspiration to the test of experiment—he wobbled off toward the living-room as fast as he could go. Mother gasped. She was almost as much surprised as he. Then she ran after him and caught him up. "Oh, you little rascal!" she

cried, with an involuntary cuddle. "Dinner's all ready! Clean hands!" They were washed and dried in that magical adult way, and he was popped into his high chair with "There's my big boy!"

Well, that was fun! Let's try it again sometime!

He did. He tried it so many times that Mother began to expect that "Come here" and "Give it to Mother" would provoke smiles and a mischievous retreat. It was annoying at times, of course, but he was irresistibly cute when he did it, and obviously he meant no harm; so she took it out in telling her friends that he seemed to be a born tease and a perfect little mischief.

About this time a baby sister was born, and as she became an important person in the family Tommy became markedly and gleefully more perverse, and in this way managed often to regain his wonted position as center of the family group. He even showed a trick of teasing little sister, so that by the time he was almost three and started nursery school, Mother began to worry a bit. "We think he has a remarkable sense of humor," she told the teacher, "but sometimes he is quite carried away by it. He is such a little rascal!"

Drawings by
Wynna Wright



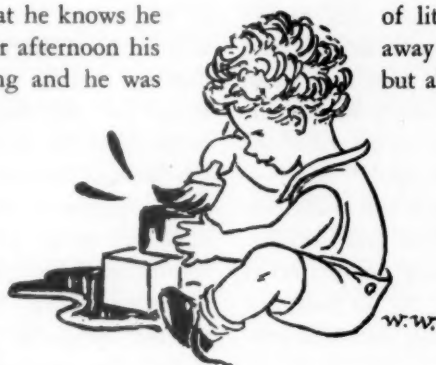
Things done in fun
often become very
annoying

He just adores to do what he knows he shouldn't. Why, the other afternoon his father and I were reading and he was on the floor. Soon he tired of his toy and got up. He looked at us both, but we were busy and did not speak, and he just wandered around the room looking at everything and saying to himself, 'I can't fink of anyfin' ba-a-a-ad to do! Oh dear! I can't fink!' Yet when he does naughty things, he doesn't mean any harm. It's just mischief—one can tell by the way his eyes snap and twinkle with fun. One can't punish him when he's so full of high spirits."

To the teacher's inquiry as to what sort of mischief he did, his mother replied that most of it was of no account—little things like snatching the soap out of her hand and throwing it away when she was bathing him—but that it was sometimes more serious. His father was an amateur collector of rare prints, and a few evenings before he had brought home an unframed cut of which he was very proud. After showing it to his wife he laid it on a table, whence Tommy seized it a minute later, threw it into the blazing hearth fire, and then went off into gales of laughter at their consternation. Again, it appeared that when Tommy was taken for a walk he would suddenly dash out into the road, particularly if he saw a truck coming, and stand there regardless of traffic, grinning impishly at his frightened mother.

In short, Tommy had become a typical sample of the "little mischief" whom we all know, holding the center of the stage at will through his nuisance value, at least as long as he was able to "fink" of new mischief. He was constantly extending and diversifying his abilities in this line, and all at no cost to himself since he obviously meant no harm and was simply full of mischief and joy.

Such reproof as a child gets in this situation may prove a real reward, as in the case



of little Margot Z. Mrs. Z is away from home a great deal, but always tries to give Margot an hour before her bedtime. One evening her mother was giving her rather divided attention, so Margot snatched a delicate little ornament from the dressing table, threatened teasingly to smash it, and finally

did so. Mrs. Z based her rather extended reproof on the argument that Margot was a big girl and should know better than that; that Joan, and Helene, and Mary (naming her little friends one by one) did not do such things. Margot listened, smiling subtly. The next evening when Margot came into her mother's room she immediately seized the other ornament of the pair and dashed it to the floor, then looked up, twinkling! Really nonplused, the mother said nothing. The little girl waited a minute, then smilingly begged, "Say the one about 'Margot is a big girl, and Joan doesn't do that to her mother's things, and Mary doesn't do that, and Helene doesn't!' Say that one, Mummy!"

A CORRECTION FOR TEASING

BOTH Tommy and Margot represent fairly advanced types of the mischievous child, for their ages, and one can readily see that though their parents have hardly begun to regard the matter seriously yet, they are likely to do so in a few years, as the children's ingenuity and audacity increase, and the loss of baby ways makes them less "cunning."

One often sees a parental reaction against this type of behavior about the time the child is six, especially if there are younger children. We have all seen the expression of perplexity on such a child's face when he is sharply rebuked for actions which would have provoked an indulgent smile earlier. Nevertheless, most of them are not so fixed



Courtesy Machet's Gallery

"LITTLE JENNY"

From a Painting by IVAN G. OLINSKY

The *P*resident's MESSAGE

THERE are two very important moments in the year for all of us who bear the responsibility of promoting the service of this organization. And while that responsibility really rests upon all members, yet there are some to whom is delegated the work of executives. When a task has been given us to perform, the moments most impressive and most critical are the beginning and the completion. This is the time of Congress beginnings.

Each local unit begins its enrollment of members, its program is outlined, its committees are set to work, and the enthusiasm is apparent. No obstacles have thus far been encountered, no difficulties to chill the ardor of new effort, no real test of our mettle has been made. And it is well, therefore, that in the days of our deep enthusiasm we prepare ourselves for the inevitable problem.

What are we going to do to keep our memberships as large and as interested as in the days of financial prosperity? What are we going to do educationally when the emergency work of feeding and clothing children has fallen so heavily upon us, and has absorbed energy, time, and money? How shall we avoid taking upon ourselves work that has formerly been done by other agencies, and that prevents our doing our own work? These are a few of the problems which we must face.

The time has come when as a parent-teacher association we must intelligently consider what is most essential and valuable for us to attempt. One thing is apparent and necessary. If we are to continue to have home and school cooperation, parent education, community interest in children, we must have members. Great numbers do not always mean best results, but large memberships mean greater possibilities in interesting more to serve in all our activities, in creating more enthusiasm for protective laws and good education, and in understanding the purposes for which we are organized.

Our leaders must therefore plan thoughtfully, evaluating the essentials of our service and diverting every ounce of our time and effort toward accomplishments that are real and necessary. And when the second moment, that of the completion of our work, arrives, there will be achievements worthy of the ideals we cherish.

Minnie B Bradford

President, National Congress of Parents and Teachers

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By WILLIAM S. SADLER, M.D.

As boys and girls grow up in the home, there comes a time when it is advisable to begin to wean them from parental control and home security. Even though it is made possible for them to assume responsibilities and to make their own decisions regarding certain things, the younger children, of course, are almost wholly dependent on their parents for guidance in life adjustments; but with the attainment of adolescence youths need to be gradually but in-

creasingly taught to rely upon their own decisions and to begin to exercise the faculty of standing alone in life.

It is disastrous to undertake to separate the adolescent suddenly from the home and from its security. We are continually seeing the bad results of allowing boys and girls to grow up utterly dependent upon parents and home, and then, upon graduating from high school, to find themselves suddenly thrown out to earn their own living away from home or to go to college, far removed from the influences of constant parental guidance and other home support. The vast majority of the embarrassing and disabling attacks of homesickness are due entirely to this failure to bring about a graduated weaning during early adolescence. It is advisable to begin this weaning even before adolescence, say about the twelfth year, and, with the more precocious boys and girls, even during the eleventh year. Deliberately plan to bring about situations where the youngsters shall be left to make important decisions for themselves, albeit under the eye of parental guidance; let them early feel the necessity of bearing responsibility, of facing their personal problems, of making individual decisions.

It is the fond mother who particularly errs in this matter.

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Most fathers, especially in regard to their sons, have more or less realization of the necessity and importance of the boy's growing up to become self-reliant and increasingly able to decide things for himself. But with the mother it is different. Her chief business is to rear children. The typical mother fully realizes the divine calling of motherhood, and she is so thoroughly consecrated, so wholly devoted to the job that she fails to recognize the approaching completion of her task. She wants to go right on mothering her children even when her work for them is all but done. The approach should warn her that most over, and she discontinue her protective practices and thus begin boys and girls to develop personal responsibility for their actions as independent persons. Mothers do not take their jobs.

The maternal instinct seems to be stronger than the paternal. The father is never so closely identified with the home and the intimate and developing lives of the children, and he therefore seems to object less seriously to their growing up, leaving home, and beginning life for themselves; but the average mother resents the idea of losing her children. She clasps them to her heart, as it were; she seems to sense that their care has been her chief vocation; and she dislikes the idea of seeing her life work gradually slip out from under her control. Therefore, without intending to be selfish, the average mother holds on to her children lest they get away; and in many cases when they do leave home, even at marriage, she sustains an emotional shock from which she does not recover in years. I have under my care at the present time a woman who did beautifully in bringing up four children, but when the eldest married and went away this mother so resented her loss that she has been



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Without adequate training along these lines young people are at a sad disadvantage when suddenly thrown out into the world to make their own living. We owe it to our sons and daughters to make provision for their gradual financial weaning, so that they need not go through the disheartening and often cruel experiences that otherwise are almost sure to come to them.

We must also provide for the social weaning of youth. They must be taught how to make friends, to get along with people, not only in the home but outside it; how to conduct themselves in other homes; how to mingle with the "herd" without experiencing undue fear, on the one hand, and without creating unnecessary friction among those with whom they come in contact. The beginning of such training can be made even in the nursery school, where the little child first learns to share toys and activities with others. As the child approaches adolescence,

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EMOTIONAL WEANING

EMOTIONAL weaning is perhaps best accomplished by refraining from all practices which discourage the adolescent boy and girl from falling in love with teachers and fellow adolescents, and particularly by avoiding anything that will hinder the early manifestation of affection toward the opposite sex. All of these experiences, particularly the latter, instead of being made the occasion for unkind teasing or cruel jesting, should be encouraged. They are a necessary part of adolescent weaning.

While the budding personalities of youth must be safeguarded against many pitfalls and carefully guided through the treacherous maze of modern social conditions as regards numerous vicious tendencies, nevertheless, these youths should not be sat down on too hard when their young and bristling personalities seek for self-expression and for independent manifestation. I know of nothing having to do with child culture, I know of no phase of the attempt to pilot modern youth through the adolescent years, that requires such wisdom, such sagaciousness on the part of parents as this program of progressive weaning. It is the acid test of parental wisdom, and it is all too often defeated by so-called parental love.

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cried, with an involuntary cuddle. "Dinner's all ready! Clean hands!" They were washed and dried in that magical adult way, and he was popped into his high chair with "There's my big boy!"

Well, that was fun! Let's try it again sometime!

He did. He tried it so many times that Mother began to expect that "Come here" and "Give it to Mother" would provoke smiles and a mischievous retreat. It was annoying at times, of course, but he was irresistibly cute when he did it, and obviously he meant no harm; so she took it out in telling her friends that he seemed to be a born tease and a perfect little mischief.

About this time a baby sister was born, and as she became an important person in the family Tommy became markedly and gleefully more perverse, and in this way managed often to regain his wonted position as center of the family group. He even

showed a trick of teasing little sister, so that by the time he was almost three and started nursery school, Mother began to worry a bit.

"We think he has a remarkable sense of humor," she told the teacher, "but sometimes he is quite carried away by it. He is such a little rascal!"

Drawings by
Wyona Wright



He just adores to do what he knows he shouldn't. Why, the other afternoon his father and I were reading and he was on the floor. Soon he tired of his toy and got up. He looked at us both, but we were busy and did not speak, and he just wandered around the room looking at everything and saying to himself, 'I can't fink of anyfin' ba-a-a-ad to do! Oh dear! I can't fink!' Yet when he does naughty things, he doesn't mean any harm. It's just mischief—one can tell by the way his eyes snap and twinkle with fun. One can't punish him when he's so full of high spirits."

To the teacher's inquiry as to what sort of mischief he did, his mother replied that most of it was of no account—little things like snatching the soap out of her hand and throwing it away when she was bathing him—but that it was sometimes more serious. His father was an amateur collector of rare prints, and a few evenings before he had brought home an unframed cut of which he was very proud. After showing it to his wife he laid it on a table, whence Tommy seized it a minute later, threw it into the blazing hearth fire, and then went off into gales of laughter at their consternation. Again, it appeared that when Tommy was taken for a walk he would suddenly dash out into the road, particularly if he saw a truck coming, and stand there regardless of traffic, grinning impishly at his frightened mother.

In short, Tommy had become a typical sample of the "little mischief" whom we all know, holding the center of the stage at will through his nuisance value, at least as long as he was able to "fink" of new mischief. He was constantly extending and diversifying his abilities in this line, and all at no cost to himself since he obviously meant no harm and was simply full of mischief and joy.

Such reproof as a child gets in this situation may prove a real reward, as in the case



of little Margot Z. Mrs. Z is away from home a great deal, but always tries to give Margot an hour before her bedtime. One evening her mother was giving her rather divided attention, so Margot snatched a delicate little ornament from the dressing table, threatened teasingly to smash it, and finally

did so. Mrs. Z based her rather extended reproof on the argument that Margot was a big girl and should know better than that; that Joan, and Helene, and Mary (naming her little friends one by one) did not do such things. Margot listened, smiling subtly. The next evening when Margot came into her mother's room she immediately seized the other ornament of the pair and dashed it to the floor, then looked up, twinkling! Really nonplused, the mother said nothing. The little girl waited a minute, then smilingly begged, "Say the one about 'Margot is a big girl, and Joan doesn't do that to her mother's things, and Mary doesn't do that, and Helene doesn't!' Say that one, Mummy!"

A CORRECTION FOR TEASING

BOTH Tommy and Margot represent fairly advanced types of the mischievous child, for their ages, and one can readily see that though their parents have hardly begun to regard the matter seriously yet, they are likely to do so in a few years, as the children's ingenuity and audacity increase, and the loss of baby ways makes them less "cunning."

One often sees a parental reaction against this type of behavior about the time the child is six, especially if there are younger children. We have all seen the expression of perplexity on such a child's face when he is sharply rebuked for actions which would have provoked an indulgent smile earlier. Nevertheless, most of them are not so fixed

in the habit of mischief that they cannot adapt themselves to the new attitude and find better ways of getting what they want.

A few, of course, will merely modify the old methods and grow up to be some one of the many varieties of adult "tease"—the practical joker; perhaps the malicious, "catty" person whom others fear socially; or the "jollier" who gains popularity, if not a great deal of respect, by his continual stream of bantering, flattering, and mild teasing.

Children, however, are not "born teases," but have learned the habit because it brought them satisfaction and pleasure. They have simply hit upon a way of holding the center of the stage and of feeling their power by creating in others an emotion ranging from annoyance to consternation, and at no cost to themselves. It is no wonder they use it freely, but they can unlearn this method as soon as it proves continuously unsatisfactory and other methods are found to be more successful.

The parents are perfectly right in believing there is no malice in teasing—at least in the beginning, although a good many children learn later to use it to express a grudge. At first, however, it is simply a new idea, an amusing incongruity to be tried out. If results are pleasant, exciting, unusual, it will be repeated. If they are, on the whole, unsatisfactory, it will gradually be discontinued. Parents realize this innocent attitude with its tinge of humor, and know that no blame attaches to the child. Even later, when the child definitely "knows better," it is usually apparent that his motive is less that of rebellion or destruction than that of producing an emotional effect upon the adult. "He's only teasing."

But no one, it seems to me, need feel that correction is inappropriate because he knows the child meant no harm and was full of innocent enjoyment. Our idea in any discipline is not to revenge ourselves by punishing a troublesome child, but to encourage courses of action which seem desirable, and

to discourage the repetition of unsuitable actions. Accordingly, we shall probably agree that we wish to discourage throwing one's spoon on the floor, running away when called, and the other common examples of mischievous behavior. And being free of any suspicion of rancor, we no longer feel ourselves to be somehow failing in good sportsmanship when we attempt to correct a laughing child. We can do it with good-natured sympathy and understanding, and at the same time with deliberation and firmness.

We must see that the attempt is not followed by a focusing of attention on the child, and especially that there are no indications of an emotional reaction on the part of the parent. A sort of Victorian "we-are-not-amused" attitude is very helpful, and if a correction is necessary it should be made as unemotionally as one would say "No, that is not blue. It is red." With the little ones who are making first experiments, that is usually sufficient, though one may need to make the correction a dozen times, or a hundred. But it's so very simple, and think what a saving later on in perishable household treasures! If the little children run away, one goes quietly, takes them by the hand, and leads them back, saying firmly, "I said, 'Come here.'" Instead of extra fun they have a distinct sense of having made a mistake. No one is angry, or amused, or playful; it was just a wrong response, and the right responses are more satisfying.

A SUBSTITUTE FOR MISCHIEVOUSNESS

THAT takes care of those who are merely experimenting; but if the habit of mischief is more set, we must go deeper. Here is a method which has served the child well for getting attention and a sense of his own power and importance. It is the best one he knows for gaining two things which he needs and must have. Of course he will not give it up without a struggle until he finds better ways of securing attention, and

other fields than people's emotional responses in which to assert his power and importance.

It is possibly accidental, but it seems to me significant, that every one of the outstandingly mischievous children with whom I have come in contact in some years of nursery school work have been rather notably helpless children—children who, because of nursemaiding, too devoted mothers, physical handicaps, or other reasons, had been kept babies; children who could not put wraps on and off, wash their hands, wipe their noses, or do the other little things which provide for the simple, hour-to-hour physical necessities and comforts of their lives. They seem wise enough to sense how utterly help-

less they would be if there were not always some attendant adult, and to feel the necessity of keeping the adult's attention at all costs. Frequently they are children of limited play interests, who know how to use a few toys and materials and seem timid about exploring the possibilities of new ones. Grownups have so often helped to put things right—to build a really nice block house, to protect from the overaggressive playmate, to dress the dolly—that these children have little confidence in their own powers along these lines. As a group, though they may have an air of bravado or impudence, they are low in genuine self-confidence, and so are continually under the necessity of bolstering up their sense of safety by a consciousness of adult support or attention. In mischief they have found one way of getting this necessity of life. It has worked wonderfully; they have got not only the attention, but frequently the added exhilaration of seeing themselves the cause of a sudden emotional reaction in another—"Just see what I did!" A genuine sense of power comes to the child who has always

felt timid and helpless. No wonder he laughs for pure joy.

Now it is hardly fair to take away all that satisfaction without providing another way to make those eyes sparkle with self-confidence. And there, in the very statement of the problem, lies the answer, ready at hand. They must be helped to achieve their own successes on a suitable level, to feel their power over the material world about them, to learn their importance as members of a group of their own age; and they must receive plenty of casual, friendly, adult atten-

A "we-are-not-amused" attitude is an effective way to curb mischievousness



tion in legitimate ways, but *none* as a result of mischief.

"Look at the beautiful house Tommy made with the blocks!" and "Margot, will you pass the cups today?" are often the keys to such situations. As these children become able to do more and more for themselves and for others, they gain vastly in self-confidence, their play interests expand, and they become so intrigued with the possibilities of their own bodies, of play materials, and of their little friends that they forget for long periods whether there is a grownup near. And then, if they do feel a need for a bit of adult interest or help, there are

always constructive subjects to discuss—"See what I can do on this keg!" "Will you start another nail for me?" "I want to make a boat." These are legitimate occasions to enjoy adult companionship and interest, and the boat or the block house, when completed, gives such a thrill of real accomplishment as to eclipse completely the matter of who helped, and provides a much more satisfactory and durable reminder of one's power than the old mischievous tricks gave.

If, meantime, reversions to "teasing," whether of adults or children, are discouraged, they will simply be dropped gradually as less effective than other methods the child has learned.

TO SUM UP

IF your child is just beginning little mischievous tricks, do not encourage him by registering either disapproval or amusement, no matter how cunning he is. Correct each mistake calmly, and give him plenty of encouragement for his success.

If your child is a marked tease—really a little rascal—then examine his whole regimen for two things: to see whether he has ample opportunities and skills for feeling his power and importance through material things and through other children; and to see whether he has a variety of satisfactory ways of attracting and holding the attention of the adults he loves. The more his mind can be directed to interests outside himself, and the more satisfying little games and ac-

tivities he can share pleasantly but rather impersonally with adults, the sooner he will overcome the real handicap of mischievousness. Such a child, especially, must have blocks, crayons, clay, and other materials—things to do with, and act on—and he must be taught as soon as possible and as thoroughly as possible to be happily independent and self-reliant about the many little everyday matters like dressing and feeding himself. You can't make a child indifferent to

adult attention so long as his every comfort depends upon it; children are far too clever for that!

You will lose your bewitching little rascal when he gets this independence and self-respect, but you will still have your jolly, laughing, romping playmate, as full of fun and whimsy as ever. All that really goes is the desire for a bit of malice in the mischief which gives it a tang different

from pure fun. And you will have gained, besides, a braver, sturdier little personality, of whom you will be vastly proud as you watch him going straight about the serious business of bending materials to his will and developing comradely social tactics.

"If I have a dollar and you have a dollar and we exchange we are no better off than before. But if I have an idea and you have an idea and we exchange—you have two ideas and I have two ideas. So what you gave I received and what I gave I did not lose." That is the value of conferences.

NEIGHBORS IN A LITTLE TOWN

By REVAH SUMMERSGILL

They count the pieces on your line;
And see if your front windows shine.
They ponder, "Who's that at her door?
I never saw *his* face before."
They call your children wild and rude
And criticize your choice of food.
They know your age and all your folks;
They always tell the same stale jokes.
They choose your friends, dislike your clothes
When all is well. When something goes
Amiss with you, it's not the same.
They come and call you by your name,
And do a hundred little things
To ease the hurt misfortune brings.
Inside their irritating ways
Is kindness hidden other days?

BOYS AND GIRLS KNOW WHAT THEY LIKE

A WISE EDITOR TELLS PARENTS AND TEACHERS
HOW TO SATISFY JUVENILE INTERESTS WITH
GOOD LITERATURE

By HELEN FERRIS • Editor-in-Chief, Junior Literary Guild

WHenever anyone asks me if boys and girls really do know what kinds of books they like, I think of my friend Mary. Mary is just fourteen, and in reply to "What do you like to read, Mary?" there is always one immediate answer: "Mystery stories."

So far as I know, no one has yet fathomed the mystery of mystery stories for girls in their early teens. Just why this particular kind of story should be in such high favor at this time of life is an enigma, but such are the facts. And I can see what would have happened last winter had I gone to Mary and said to her, "How would you like a very interesting book on archaeology, Mary?" She would have been polite about it, particularly if I had had the book in my hand, but only polite.

But when I gave Mary the book on archaeology I didn't ask her that. I told her of the exciting time a young woman had been having in ancient Yucatan, one of a party digging for real buried treasure that was a mystery in itself. And the idea of a young woman herself discovering valuable hidden treasure at once appealed to Mary's imagination, with the result that *Digging in Yucatan*, by Ann Axtell Morris, a book of very substantial worth in the field of archaeology



From "Old Man Coyote"

and of very entertaining sprightliness in the field of realistic writing, became one of Mary's favorite books.

So it is that I have one answer to fathers and mothers who ask me, "Do boys and girls really know what kinds of books they like?" Thinking of Mary I say, "Yes, but—," and it is with that "but" that a special

opportunity exists for us who are parents or teachers or librarians or editors. Boys and girls do know what they like to read. Each boy knows what he likes to read; each girl knows what she likes to read. It is for us who are interested in their development to see to it that opportunity is given them for exploring a wide range of reading possibilities to help them discover their inherent likes. Through books we may open for them new windows and doors of experience. The view from some of the windows won't appeal to these young in the slightest degree. What lies beyond certain doors will have no allure for others, and yet if many windows and many doors are open, each of them will naturally find his way to the vista or the outlook which most appeals to him or to her, and, looking out that window or going through that door, each will add to the richness of experience.

WE who are interested in bringing many kinds of books to the boys and girls whom we love are fortunate to live in a time when so much careful thought and attention are being paid to books for boys and girls. Contemporary books for boys and girls sweep round the world, up into the sky, and down into the earth. Outstanding authors are giving of their best to stories which re-create vividly and authentically the men and the women of other days, which portray and interpret boys and girls in our

boy and that particular girl. It is time well spent indeed to invest hours with the children's librarian in your town, with the head of your school library, or with the buyer of children's books in your local book store. It is an investment certain to yield rich returns to purchase the recommended list for boys and girls of the American Library Association,¹ or the excellent book lists which have been recently compiled by the National Council of Teachers of English²—"Books for Home Reading" which is for high

school boys and girls, and "Leisure Reading" which is for boys and girls in the seventh, eighth, and ninth grades. One of the most recent of the American Library Association's lists, "Men, Machines and the World Today," gives books of special interest to the boy and the girl who are bubbling with questions about the many things that are happening around us all. Publishers are



From "Old Man Coyote" (John Day)

own country today and in other countries of the world. Eminent scientists work to present to young minds latest findings in a vivid and at the same time accurate manner. Distinguished artists are adding to the effectiveness of books' contents with pictures that interpret, enliven, and inform. Those who are at work writing and illustrating and publishing books for boys and girls are constantly alert for material which will add to this wealth of information and understanding of the young.

From among the many books which result from this searching and this thought, it is for us to present to the boy or the girl in whose development we are deeply concerned those of the new books—and those of the old—which will give most to that particular

happy indeed to send copies of their catalogues to any interested parent, and I can promise you a most delightful hour with any one of the vivacious children's catalogues of publishers who are each year bringing to us a goodly number of splendid new books.

In speaking of the distinguished new books which are being written and published today, I would not omit mention of those of other days which will live forever in the affections of boys and girls. They are the heritage of childhood, books which will always remain a delightful gift to their growing years. Yet boys and girls wish, too, books which reflect the world they

¹ 520 North Michigan Avenue, Chicago, Illinois.

² 211 West 68th Street, Chicago, Illinois. 20 cents each.

themselves know. In their stories they wish to meet boys and girls whose situations and problems they themselves understand, as well as to have the thrill of acquaintance-ship with Robinson Crusoe, Long John Silver, and others of eternal delight. The best of the old should come hand in hand with the best of the new literature to any reading child.

BUT perhaps the boy or the girl whose development is our concern does not respond either to the fine old books of other days or to what we consider outstanding contemporary books. What shall we do then? My own feeling is that the most important thing of all is to give to our boys and girls the feeling that books are a sheer delight. Not an "ought" or a "must," but delight. And if your active boy rejects a book of genuine literary merit for Babe Ruth's book of baseball, give him Babe Ruth's book of baseball, I say. But do not stop there. Make your inquiries for books which will, if possible, combine the desires of you both. On my desk this morning is a copy of *The Omnibus of Sport*, by Grantland Rice and Harford Powel, in whose pages are to be found sports stories which in their own field are sports classics, most vividly and splendidly written. With the many excellent books available, this combining of the desires of the young for their own books and our desires for them is more frequently achieved than one would imagine who is not familiar with what is being done in the field of books for boys and girls today.

In making selections

October, 1932



Courtesy Junior Literary Guild

From "Swift Rivers" (Little, Brown)

for boys and girls we must choose carefully in order to be sure that the books which we give our young people will meet these various desires. The first question to ask about any book for young people is, "Is it interesting to boys and girls of this particular age?" For we know that if it is not interesting, it will be

cast into the discard and no amount of persuasion can accomplish anything more than a perfunctory reading. Once this question of interest has been answered satisfactorily, we may consider other books vividly contrasted in the character of their contents, to lead them on to further desirable reading. Children read to an amazing degree. When they find a book which especially appeals to them, they wish to read others of the same kind.

There comes to my mind eleven-year-old Frederick who, through *The Earth for Sam* and *The Stars for Sam*, by Maxwell Reed, became interested in astronomy. Frederick has his own library card and has great fun going to the library and picking out his own books. With a concentration that was quite amazing to his parents and librarian, having started upon natural science, he took book after book after book on astronomy from the library. He talked about the stars at home. He took the family out at night

to look at the stars, and progressed in his reading into the theory of such astronomers as Percival Lowell and Harlow Shapley. Reviewing *The Stars for Sam*, Frederick wrote, "The most interesting planet described is Mars, named after the Greek god of war. Mars is always red in



Courtesy Junior Literary Guild

Work on a swift river

appearance, sometimes being the brightest object in the sky. Professor Lowell, of Harvard, discovered some canals or rather so-called canals on Mars. Doctor Harlow Shapley, also of Harvard, disagrees with Mr. Lowell. He claims that there are no such canals and Mr. Lowell just imagined he saw them. The reason I like Mars is because there is thought to be life on it. Although Doctor Shapley disagrees on that point, I like to think there is."

Frederick has turned from the stars now to other interests, but tucked away in that small head of his is the memory of his hours with the stars through books and through his own personal observations. Life is richer for him because of those moments. He has received a gift which he will not lose as the years pass by.

I should like to tell you of the many letters from our boys and girls and from parents which we received about just that one book, *The Earth for Sam*—letters telling of trips to the museum, of vivacious family discussions. I should like to tell you of what boys and girls have said of other books—books which were of such substance in their content that one wondered beforehand whether boys and girls really would be interested in reading them for sheer enjoyment; but enjoy them they did. And as these letters have multiplied and as I have talked with these growing boys and girls, I have

become more than ever convinced that we grownups are all too apt to underestimate the ability of boys and girls to comprehend.

Boys and girls of nine, ten, and eleven years of age are avid in their desire for information. As May Lamberton Becker has so felicitously said, "They collect facts like postage stamps at this age," and, although good stories are always the high favorites with all ages, I often think that we could give these nine-, ten-, and eleven-year-olds a book of fact every other month and still keep them happy. Watch these current interests of your boy and girl, then, and see to it that they have plenty of good books that bear on that interest. You can find the books if you look.

OLDER boys, those in their early teens, adore stories of breath-taking adventure, pirates, and the most gory swashbuckling. At the same time, they will be tremendously interested in a book such as *Heroes of Civilization*, by Haym Jaffe and Joseph Cottler, whose authors set themselves to portray heroism other than that of the battlefield and who have written of heroes of exploration, of pure science, of invention, and of biology and medicine in this extremely worth while book.

Girls in their early teens may clamor for mystery stories and boarding school stories,

(Continued on page 105)

"The Barn," from "North America"
(Macmillan)



MARKS AND MARKING

A WELL-KNOWN EDUCATOR TELLS WHY
THE CURRENT SYSTEM IS HARMFUL

By EUGENE RANDOLPH SMITH • Headmaster, Beaver Country Day School

THE marking activities going on from primary schools to graduate departments have developed to a point where the time and money involved, not to speak of the emotional factors concerned, force them upon the attention of parents and educators.

Can teachers afford to spend part of the short and valuable time they have with their classes marking each pupil?

Should teachers mark all home work?

Are tests and examinations valuable—if they are valuable—principally as material for marks?

What is the effect of all this marking on the pupils concerned?

Is the present emphasis on marks at all justified?

Such questions as these are common and they demand answers. They are all closely related to the question of what the purposes, values, and effects of marks really are.

Theoretically, marking has been simply a criterion for promotion to the next step of schooling. Thousands of teachers the country over have religiously marked their pupils day by day, have given them tests and examinations and marked the results, and finally have arrived at marks for the year that determined whether or not each pupil could go on to the next higher class.

Teachers undoubtedly need standards, and methods of judging pupils by those standards, to help them to place pupils where they can work best in each subject. No teacher, however, needs to make a fetish of marks for this purpose, for any teacher

using modern methods can determine a child's placement without the use of an elaborate marking system.

Actually, while marks were being used by schools for promotion purposes, pupils and parents (sometimes teachers and schools) were making them the means for comparing students in an unfair and dangerous way, and were thus breaking down the very morale that marks were supposed to build up.

Fortunately, to a continually increasing degree, diagnoses of a quite different kind are now being used for a constructive purpose, that of helping in the analysis of young people, in finding out their strengths and their weaknesses, their possibilities and their needs, and in guiding the schools' work with them to more effective accomplishment.

To go back to the earlier questions, the evidence available supports the view that emphasis on comparative marking is one of the most serious handicaps to sound education; that teachers cannot possibly afford to spend class time marking pupils, even if one gives no consideration to the self-consciousness aroused, and the diversion of the pupils' minds from the true purpose of their work to the attempt to please the teacher; that home work, tests, and examinations have value principally as practice for the students and as material for analysis for the use of the teacher. It seems certain that while time and money can well be spent for purposes of analysis and guidance, this is not justified for mere marks, which are unimportant and often, to quote the Bronxville Public Schools, actually "vicious."

In the first place, teachers' marks are so dependent on personal factors as to be exceedingly inaccurate. One important committee appointed to determine the basis for marking examination papers in a major field was forced to accept compromises on practically all the points considered, the opinions of its members differed so widely. Sample unguided markings by experts have shown astounding differences in results, some mathematics and science papers varying by 15 to 20 per cent, English compositions by as high as 50 to 60 per cent. Even a second marking by the same teacher may vary from the first marking enough to change completely the grade or "mark" of a pupil. A teacher's personal tendencies toward certain emphases, his background of schooling and experience, his opinion as to what can be expected from different ages and types, his ambition, disposition, condition of hunger or fatigue—these and many other elements affect the results.

This, however, is not the greatest unfairness in the marking systems. Different pupils have greatly varying abilities in any subject field. Through the elementary school particularly, but to a considerable extent in the secondary school or even the college, fields of study are determined not so much by a pupil's likelihood of success in them as by the seeming probability of his gaining in one way or another by "taking" them in school. There can be no fair competition where there are some who can hardly help winning because of inborn powers and established tendencies, and others who cannot help losing because of lack of these advantages. At the present time, no one knows how to give all pupils an even approximately equal chance to succeed in any field of school study. Attitudes and habits can strongly affect the accomplishment, but they cannot change a mind ineffective in abstract thinking into one of logical power, nor transform one type of person into one quite different.

Consequently, competitive marks do harm rather than good. They allow the highly

academic student to become self-satisfied because of easy conquests, and discourage the hard-working but poorly endowed pupil. They tend to increase our already too great obsession with the value of abstract thinkers at the expense of the doers, the artistic, and those endowed with the ability to deal well with people.

DR. HENRY SUZZALLO, President of the Carnegie Foundation for the Advancement of Teaching, said in a recent address entitled "A Program for Tomorrow": "The present method of school grading, as we know it, ought to be taken out of the daily consciousness of public, parents, children, and fellow pupils, and whatever is valuable in recorded grading and appraisal, particularly that which we have acquired through new scientific techniques, should be put into the professional and confidential records of the school as an aid to diagnosis, guidance, and the redirection of the process of education.

"A perpetual individual record card full of pertinent information of all types is a better record than a mere set of term marks, and parents will be better served by a diagnostic and advisory letter based on the perspective of a whole career than by a routine report card based on the term's work.

"The older system of grading and reporting was born of the earlier school system which tried to treat all children not equally but identically."

Pupils should, therefore, be judged on qualities and achievements within their individual power to effect, and even here there must be qualifications and modifications in interpreting and using the records.

ANOTHER disadvantage of the usual marks is that they have made pupils think in terms of marks and school credits of different kinds instead of interesting undertakings, knowledges, and technical achievements. Attitude toward the work being done is supremely important, and that attitude is

built up day by day through childhood and youth by actual experience. If young people work almost entirely for artificial marks, how can they learn the joy that comes of giving oneself fully for some special achievement?

Even the teachers come to measure their success, and plan their methods, by marks. The extent to which college entrance examinations have dominated the curricula and methods of secondary schools, and have produced tension, nervousness, and unhappiness is a fair example of this.

The domination of marks is also an invitation to dishonesty. Some schools give prizes (sometimes on marks figured to two decimal places!), assign each pupil a number in the class (as if anyone could do it accurately), and in every conceivable way urge on all pupils by the whip of competition. Parents compare reports, blame children who do not excel, and contribute in many ways to the insistent demand for high marks.

Is it any wonder that young people lie about their failures or successes, or cheat in home work, tests, and examinations? This seems to them the lesser evil; and if it proves a success, it appears to them a small price to pay for the satisfaction returned. Pupils who do such things are not bad; they are still unformed morally. Instead of being helped in their development they are betrayed by those on whom they should be able to depend.

It is quite possible that real "education" will eventually replace "schooling" to such an extent that marks, grades, promotions, points and credits, formal diplomas, and perhaps even college degrees will disappear. In that case pupils will work for such motives as natural interest, group appreciation of effort and contribution, the desire to develop themselves and prepare for the future, the pleasure that comes

from the use of one's powers and from the sense of achievement. Each one, under wise guidance, will establish the background, develop the powers, and follow the lines best suited to him, and will be free from competitive spur or fear, and therefore able to make progress at his own pace and without failure.

A new type of marks will be used in that case, to a degree not yet dreamed of except by the most forward-looking students of the scientific approach to educational problems. We shall know what are the most fundamental and important traits of human beings and shall have increasingly accurate ways of judging and recording the development of a student's traits and habits. Tests of mastery of valuable techniques and knowledges will have been improved to the point where their use can predict with a high degree of accuracy the success a student is likely to have in any type of school work, or even in activities of later life, as well as analyze his present weaknesses and point out his needs. This kind of information will help the schools to plan each student's work, to understand difficulties, to remove "blocks" to learning, to prevent failures in school and life, and to increase the value of education.

This is not a hazy dream of the future. At the present time committees supported by subventions are already at work on the study of human traits, the study of the order and time of development of various powers in children, methods of scientifically testing mastery in the various fields, and methods of finding and recording information about all sides of personality.

Competitive marking has been condemned by the findings of psychology and by educational experience. It is doomed, and its successor, scientific analysis, is already inside our doors.





Drawings by Valery Carrick

THE STRAW OX

By VALERY CARRICK

ONCE upon a time there lived an old man and his wife, and one day she said to him: "Make me a straw ox and smear him over with pitch." And he asked: "What for?" And she answered: "Do what I tell you! Never mind what it's for—that's my business!" So the old man made a straw ox and smeared him over with pitch. Then his wife got ready in the early morning and drove the ox to pasture. She sat down under a tree, and began spinning flax and saying to herself: "Feed, feed, ox, on the fresh green grass. Feed, feed, ox, on the fresh green grass!" And she went on spinning and spinning, and fell asleep. Suddenly from out of the thick wood, from out of the dark forest, a bear came running, and ran right up against the ox. "Who in the world are you?" he asked. And the ox answered: "I'm the three-year-old ox, all made of straw and smeared over with pitch." Then the bear said: "Well, if you're smeared over with pitch, give me some to put on my poor torn side." And the ox answered: "Take some!" So the bear seized hold of the ox, when lo and behold! his paw stuck in the pitch. And when he tried to free it with the other paw, that one stuck, too. Then he started gnawing with his teeth, and they stuck, too. He couldn't tear himself away anyhow. And the old woman woke up and saw the bear stuck fast to the ox. So she ran home and shouted to her husband: "Come along quick, a bear has stuck fast to our ox, hurry up and catch him!" And he came along, took the bear, led him home, and shut him up in the lumber room.

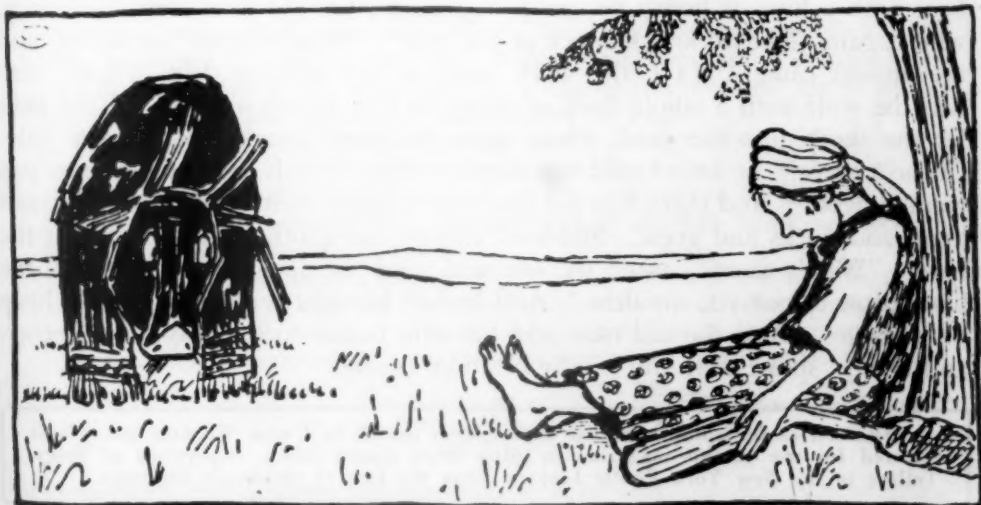
The next day, as soon as the sun rose, the old woman again drove the ox to pasture, and she herself sat down under a tree, and began spinning flax and saying to herself: "Feed, feed, ox, on the fresh green grass of the field! Feed, feed, ox, on the fresh green grass of the field!" And she went on spinning

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and spinning, and fell asleep. Suddenly from out of the thick wood, from out of the dark forest, a wolf came running, and ran right up against the ox. "Who in the world are you?" he asked. And the ox answered: "I'm the three-year-old ox, all made of straw and smeared over with pitch." Then the wolf said: "Well, if that's so, give me some pitch to put on my poor torn side." And the ox answered: "By all means!" So the wolf tried to take some pitch, when lo and behold! his paw stuck in it. And when he tried to free it, it stuck all the faster. And the old woman woke up and saw the wolf sticking to the ox. So she ran to fetch her husband and said: "Come as quick as you can, there's a wolf stuck to the ox!" And he came and caught the wolf and put him in the cellar.

The next day, before even the sun had risen, the old woman again drove the ox to pasture, and she herself sat down under a tree, and began spinning flax and saying to herself: "Feed, feed, ox, on the fresh green grass! Feed, feed, ox, on the fresh green grass!" And she went on spinning and spinning, and fell asleep. Suddenly from out of the thick wood, from out of the dark forest, a fox came running, and ran right up against the ox. "What sort of a beast are you?" he asked. And the ox answered: "I'm the three-year-old ox, all made of straw and smeared over with pitch." Then the fox said: "Well then, give me some pitch to rub on my side." And the fox was just going to take some pitch, when he stuck fast and couldn't free himself. And the old woman woke up and saw the fox sticking to the ox. So she ran to fetch her husband, and he came and took the fox and put him in the cellar as well.

The next day the old woman again sat down under the tree to spin her flax while the ox fed, and she began spinning and saying to herself: "Feed, feed, ox, on the fresh green grass! Feed, feed, ox, on the fresh green grass!" And she went on spinning and spinning and fell asleep. Suddenly from out of the thick wood, from out of the dark forest, a gray hare came running and ran right up against the ox. "What sort of beast are you?" he asked. "I'm the three-year-old ox, all made of straw and smeared over with pitch." Then the hare said: "Well then, give me some pitch to rub on my side." "Take



some!" answered the ox. And the hare caught hold of him with his teeth, when lo and behold! his teeth stuck fast. He tore and tore, but couldn't tear them free. And the old woman woke up, and ran to fetch her husband, and said: "Come as quick as you can, there's a hare stuck to the ox!" And the old man came, took the hare and flung him into the cellar. Then the old man began to grind his knife, and the bear heard him and asked: "What are you grinding your knife for?" And he answered: "I'm grinding my knife to take the skin off your back and make myself a fur coat out of it." But the bear said: "Oh! don't take the skin off my back! Better let me go free, and I'll repay you handsomely." "Well, mind you do!" answered the old man, and so he let the bear go free, and he ran off into the forest.

The next day the old man again began to grind his knife outside the cellar, and the wolf asked him: "What are you grinding your knife for?" And he answered: "I'm grinding my knife to take the skin off your back and make myself a fur coat out of it." But the wolf said: "Oh! don't take the skin off my back! Better let me go free, and I'll repay you handsomely." "Well, mind you do!" answered the old man, and so he let the wolf too go free. And again he began to grind his knife outside the cellar, and the fox asked him: "What are you grinding your knife for?" And he answered: "I'm grinding my knife to take the skin off your back, and make myself out of it a collar for my fur coat." But the fox said: "Oh! don't take the skin off my back! Better let me go free, and I'll repay you handsomely." "Well, mind you do!" answered he.

Then the hare was left all alone. And again the old man began to grind his knife, and the hare asked him: "What are you grinding your knife for?" And he answered: "I'm grinding my knife to take the skin off your back, and make myself some fur gloves out of it." But the hare said: "Oh! don't take the skin off my back! Better let me go free, and I'll repay you handsomely." "Well, mind you do!" he answered, and let the hare too go free.

Early the next morning the old man heard someone knocking at the gate, so he asked: "Who's there?" And the answer came: "It's I, the bear, come to pay you my debt." And the old man opened the gate, and there was the bear with a hive of honey he had brought. So the old man took the honey, when again he heard knock-knock at the gate! "Who's there?" he asked, and the answer came: "It's I, the wolf, come to pay you my debt." And there was the wolf with a whole flock of sheep he had driven up. So the old man let the sheep into the yard, when again he heard knock-knock at the gate. "Who's there?" he asked, and the answer came: "It's I, the fox, come to pay you my debt." And there was the fox with a whole farm-yardful of cocks and hens, and ducks and geese. Suddenly there came another knock-knock at the gate. "Who's there?" asked the old man, and the answer came: "It's I, the hare, come to pay you my debt." And he had brought with him a whole heap of cabbages. And the old man and his wife began to live happily together, and always spoke well and kindly of those beasts.

The stories for children which appear each month in CHILD WELFARE have been selected for use in this magazine by Miss Mary Gould Davis, Supervisor of Story-Telling in the New York Public Library, from the best of children's literature.

*Angelo**Patri*

BALANCED

RELATIONSHIPS



Copyright, 1929—Caroline Thorber

PARENTS are the most effective teachers whether they mean to be or not. By the time the child gets to school he has been taught the principles of conduct and the manner of thought that will influence him throughout his life. The school teacher follows the parent. Her work must fit into the work already done, amplifying it, interpreting it, modifying it. She cannot ignore it.

The parent's teaching is broad in its scope, leaving the details to be worked in by the school. The parent says, "You must learn to read and write. I expect that of you." The teacher says, "Here is your spelling lesson, and this story is your reading lesson, and this exercise is to be mastered for penmanship."

So far the school and the home are working together for the good of the child. But he misses two words of the ten and he fails to get the meaning of the story, and the penmanship exercises fall short of the standard. The teacher looks grave and sets a red mark beside the name of the child and hands him a deficiency slip.

Now what? Does his mother look over the work that earned the bad mark and try to find the reason for it that she may help make it better? Does the teacher sit down with the child and his job and examine them both in the light of her knowledge and experience so as to discover why the child failed? Then does the mother meet the teacher in conference and exchange findings and pledge mutual assistance? If not the child is not going to get very far.

He may acquire the letter of the course of study to the passing standard, but he will lose the essence of his education which is the quality growth of his mind rather than its quantity growth. It does not matter so much what he learns out of the books as it does what he learns out of living people. From them he catches the spirit of life itself. If that spirit is crabbed, if it balks his growth, as the knot in the wood balks the plane, he will not come out in fine-grained beauty as his parents and teacher hoped he might.

The relation between home and school, parent and teacher is so finely balanced that a tone of voice, a lift of eyebrow, a sharp word, or a shrug of a shoulder tips it either way. If the child is to be educated to his capacity that balance must be preserved. It is the first duty of the two educative forces, teacher and parent, to keep that balance.

That is why I believe that the parent-teacher association is the most helpful institution engaged in assisting the school children today. I cannot imagine a successful school job without such an understanding, such an interpretation, such a support as cooperation between home and school makes possible.

Angelo Patri

~ All-Round Health Course ~

THE SECOND LESSON

FOR STUDY GROUPS, PARENT-TEACHER ASSOCIATIONS, AND INDIVIDUAL PARENTS



INVESTING IN SLEEP FOR CHILDREN

By DONALD A. LAIRD • Director, Psychological Laboratory, Colgate University

I HAVE just returned from a visit to a splendid summer camp for young people. The camp physician and I were discussing the sleep of his young charges who range from nine to sixteen years of age. It is astonishing to many persons to learn that more than one-fourth of the otherwise healthy and vigorous children in a camp have such poor sleep that the camp physician is deeply concerned about it.

The children probably sleep better at camp than they do at home. But when a large number of children are gathered together so that a skilled physician can observe their sleep, then we begin to get an accurate picture of just how much need the average healthy child has for better sleep.

Children are perhaps no different from adults in the prevalence of poor sleep; 70 per cent of adults report difficulty going to sleep, and more than 40 per cent of grown folk are bothered by wakefulness during the night. The sleep habits formed by the child, in fact, may be the cause of the poor sleep of the adult. The child who goes through a period of poor sleep may become a poor

sleeping adult simply because he has got started on the habit of poor sleep.

SIGNIFICANCE OF SLEEP FOR CHILDREN

THE rapid growth and development of childhood and youth calls for periods of inactivity during which these upbuilding processes can take place with least interruption. Children need more sleep than adults partly for this reason. There are some mysterious upbuilding processes which take place during sleep. Exactly what these are is still somewhat of a puzzle to scientists, but the importance of sleep

is made all the greater by this very ignorance of scientific workers. There are strong indications that calcium metabolism is involved.

The continuous activity of children while awake also makes sleep more important for them than for grown people.

The unfolding of the greatest mental and emotional powers of the child depends to some extent upon his receiving enough sleep. And good sleep, too. Poor sleepers are poor learners. Poor sleepers are also likely to be nervous and unpleasant to have around.

1. Why is it important that children be good sleepers?
2. Give five signs of poor sleep in children.
3. What relation is there between emotions and sleep?
4. How does digestion affect sleep?
5. What are the proper surroundings in which a child should be put to bed?

It is almost needless to mention, in addition, how a child with poor sleep can upset the sleep of an entire family.

SIGNS OF POOR SLEEP

EVERY parent will recognize waking up during the night as an indication of disturbed sleep. Trouble in going to sleep when tired is also an obvious sign that improved sleep is needed by the child. There are other less obvious signs, however, which are just as important and which the parent should watch for. Some of these are:

Sighing or mumbling in sleep

Jerking muscles, or restless moving around during sleep

Waking up before obtaining as much sleep as the average child

Difficulty in waking the child after he has had as much sleep as the average for his age

Irritable, cross, or crying when awakened

Tired or inactive when awaking from a normal amount of sleep

Dislike of going to sleep when it is time to do so

It is relatively easy to better the sleep of children. It may be somewhat difficult at the start, for there may be habits of poor sleep which need to be changed. Once the right habits are started, however, the sensible scrutiny of a few factors should assure the proper sleep. Emotions, fatigue, diet, and the sleeping environment are

the factors that need most watching.

Almost any parent should be able to follow the simple rules which I shall give. But these rules are so important that it might be worth while to have a physician or a clinical psychologist explain further any of them which you do not understand.

EMOTIONS AND POOR SLEEP

NERVOUS children are poor sleepers. Anything that relieves the nervousness of children also helps their sleep. Punishment or fright during the day may cause a restless night. There is a vicious cycle at work in this. Poor sleep makes a child irritable and predisposed to nervous behavior. So when a slightly nervous child has his sleep upset somewhat by his nervousness, this very factor is likely to make him still more nervous the succeeding day.

Recent work by Dr. Michael Levitan, Dr. Virginia A. Wilson, and myself has shown that fully 50 per cent of the nervousness of children is due to dietary deficiency. Simply giving nervous children a daily glass of milk to which a predigested food concentrate has been added to build up the use of calcium

by their muscles and nerves, brings half of the typical nervous children practically back to par.

And, of course, poor sleep due to ordinary nervousness is also relieved by building up this calcium metabolism. It is generally emphasized by nutritionists that the American



H. Armstrong Roberts

Does your child sleep as soundly as this?

diet, for both children and adults, is sadly deficient in calcium intake.

The nervousness of some children is due, of course, to their unfortunate experiences during the week. Restful sleep, with the stabilizing influence of dreams, is a widely recognized help for the nervousness of childhood.

Some children become nervous when going to bed because they have sometimes been put to bed as a disciplinary matter. Or because they have been locked in a dark closet as punishment. Going to bed should never be used as punishment. The emotional calming down which is needed for good sleep is difficult if this has happened. Exciting play or stories or movies before going to bed will also make it difficult for the child to go to sleep; these things interfere with the highly desirable emotional calming down.

A warm food drink, to which sugar may be added to make it more enjoyable, is helpful in calming down if it is given to the child shortly before bedtime. A soothing, calm attitude on the part of the parent is also desirable.

TIREDNESS AND POOR SLEEP

IT is possible to be too tired to go to sleep, or to sleep well. The continuous activity and strenuous play of children often make them too tired to have good sleep. Physical tiredness makes poor sleep be-

SLEEPING HOURS FOR CHILDREN

Recommended by the White House Conference

<i>Ages of Children</i>	<i>Total Hours of Sleep</i>
At the end of the first year.....	14-16
At 2 and 3 years.....	13-14
From 4 to 7 or 8 years.....	12-13
From 9 to 10 years.....	11½
At 11 years.....	11
At 12 years.....	10½
At 13 years.....	10
From 14 to 15 years.....	9½
At 16 years.....	9

cause it is due to a chemical irritability of muscles which makes relaxation difficult. The activity of the day depletes the glycogen, or blood sugar, which is absolutely essential to sustain activity. As the glycogen supply is depleted, the muscles begin to make glycogen out

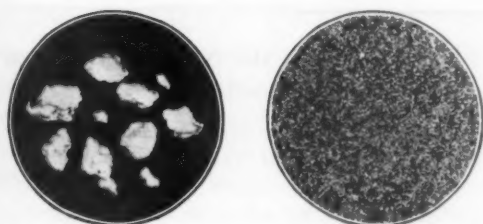
of their own proteins. They literally eat themselves and this reversible chemical process causes an irritability in muscles which makes the normal relaxation of muscles necessary for sleep very difficult to achieve.

A sleepless period of an hour or two in bed may be needed for the muscles to consume themselves before equilibrium is established. While sleep comes eventually, this is hazardous since it may start the bad habit of worrying about sleeping, or the bad habit of staying awake for an hour or two on going to bed. This trouble will be avoided to some extent if the child engages only in quiet and relatively inactive play for an hour or so before going to bed.

One of the quickest and surest ways to offset this irritability which prevents the essential relaxation is through diet. Carbohydrate foods are the ones given preference by nature for making into blood sugar. Some carbohydrates, such as common cane sugar, are literally quick energy foods and restore the equilibrium in irritable muscles in a half hour after being

A FEW SIMPLE PROJECTS FOR THE HOME

1. If your children show signs of sleeping poorly, try to find the causes and remove them.
2. See that your children have the number of hours of sleep recommended for their ages in the table on this page.
3. Provide quiet, dark, well-ventilated sleeping rooms for all members of your family.
4. Provide a comfortable bed for each member of your family.



It has been discovered in Switzerland that some foods help in the digestion of milk. Left, milk curds formed in the normal process of digestion. Right, smaller milk curds caused to form by the addition of proper foods, thus aiding digestion

taken into the stomach. A warm drink, such as a food concentrate dissolved in milk, to which a reasonable amount of table sugar is added, is very helpful if given to the child shortly before the afternoon or evening sleep period. It is probably wise to avoid highly flavored drinks.

DIGESTION AND SLEEP

SLIGHT digestive distress is a potent cause of poor sleep, in adults as well as in children. This may not be felt as pain or as serious indigestion, but it will upset sleep.

Hunger pangs, for instance, are a common cause of wakefulness during the night. Four or five hours after an ordinary meal the stomach is empty of food and hunger pangs set in. They may be responsible for the child waking up and crying, or for just restless sleep the last half of the night. A food or drink that of itself will not cause digestive distress is very helpful in delaying these disturbing hunger pangs if taken before going to bed.

Foods which are difficult to digest, or which cause belching or gas in the bowel, should be guarded against at the evening meal. Or foods should be favored which help the digestion of other foods. Some foods make the digestion of milk easier by breaking it into smaller digestive curds in the stomach. And some foods have diastatic power; that is, a natural property which helps to digest the starches which form so large a portion of the normal child's diet

and which frequently cause starch indigestion. All these specialized dietary factors are as helpful in assuring good sleep as they are in assisting general health and vigor.

A stagnant or overloaded bowel works against good sleep. The child should have the habit encouraged of spending a few minutes on the toilet before going to bed.

THE ENVIRONMENT FOR SLEEP

QUIETNESS is essential for restful sleep. Evening noise from radios or talking within the house will make it difficult for the child to go to sleep. Noise during the night may interfere with normal digestive functions as well as increasing muscular tension which calcium metabolism ordinarily helps. The older members of the family should consider the children after they have been put to bed. In some instances it may be wise to have the walls of the child's bedroom covered with materials that deaden sound. The sleeping room of my eleven-year-old boy has special sound-absorbing walls, and his calcium intake is watched as well.

Darkness is also essential for sleep. The child should be encouraged to look forward to darkness as a friend, not as filled with bogey-men or demons. The door of the sleeping room should be closed to keep out light and noise from other parts of the house until the elders go to bed. A folding screen a few feet from the open window will permit ventilation and cut down the early morning sunlight.

SUGGESTED READINGS

Collins, Joseph. *Insomnia: How to Combat It*. New York: Appleton. \$1.50.

Laird, Donald A., and Muller, Charles. *Sleep: Why We Need It and How to Get It*. New York: John Day. \$2.50.

Seham, Max and Greta. *The Tired Child*. Philadelphia: Lippincott. \$2.00.

(The third article in this study course on All-Round Health, given under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education, will be "Clothing in Relation to Health," by Ruth O'Brien, and will appear in the November issue.)

CHILD WELFARE

The Official Magazine of the National Congress of Parents and Teachers



THE GRIST MILL

The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.

OCTOBER—the school is in full swing, the home is settling into its winter routine, and community activities are beginning in earnest. Parent-teacher associations have had their first get-together meetings in September, and receptions have been given to school officials, teachers, and new members. Study groups are organizing. In October comes the first of the programs in the monthly series—programs based on real needs, of which there are many. Some associations will follow the outlines suggested in CHILD WELFARE. In the September issue program suggestions were given for the October meeting under the title, "What Makes a Successful P. T. A.?" This topic is a good starting point for the year because it brings out the great need for parent-teacher organizations, the technique of carrying them on, and gives a list of projects for making an association a fruitful means of giving to each child in the school community a fair chance in life.

ECONOMY BEGINS AT HOME

FAILURE in teaching home economics successfully may be an underlying reason for the organization of the National Economy League. Had we all done our duty

at home about budgeting and lessening waste, and had we learned to spend and to save wisely as individuals, there would not now be a general uprising about the direful condition of taxpayers and public expenditures. The home is the prototype of all good citizenship outside the home. In fact, "good home manners are good company manners." The people who spend beyond their incomes, buy on the instalment plan, and "take no thought for the morrow" are just the ones to waste the public moneys when they get into office and to precipitate a protest against the resulting financial order of things—gross abuses of public funds, misgovernment, domination by minorities, and oppressive taxation.

The National Economy League is a non-partisan movement, nation-wide in scope. Admiral Byrd, who was elected chairman, and other leaders will serve without pay. No membership fee is required, but a large membership is solicited.

The National Congress of Parents and Teachers has a program of thrift, citizenship, character education, and homemaking which, if stressed in the homes and schools centering about 20,181 local units, could be of the greatest assistance in training for better stewardship of public funds.

While we search for a superman in government to lead us out of economic trouble let us bear in mind the saying of the economist, Edmund E. Lincoln, that "the only superman known to economic history is the humble individual who has learned to keep his current income larger than his current outgo."

UNIVERSITIES AND SERVICE

LEADERS in six hundred institutions of higher learning both here and abroad, and associated groups, have been invited to a conference to be held under the auspices of New York University, November 15-17. "The Obligation of Universities to the Social Order" is the general topic to be discussed. And the conference, it is hoped, will produce "constructive ideas of interest and importance not only to educators but to society as a whole," develop the relation of culture to the whole of life, and show how higher education can be of the greatest service to people in general in a constantly changing world.

Dr. Elmer Ellsworth Brown, Chancellor of New York University, says that the need of the conference has been made startlingly evident by the present economic and unemployment situation, and by the widespread feeling that "something ought to be done that could be done in the field of education."

KITCHENS COME INTO THEIR OWN

IN the days when Queen Anne fronts and Mary Ann backs were architecturally ethical, the kitchen, like the pre-school age, was a neglected necessity. Decrepit furniture and dishes that nobody loved were its portion, and as for labor-saving devices—neither architect nor housewife was very seriously concerned about them. Of

late years the Mary Ann back has blossomed into symphonic color schemes, chromium plate, ruffled curtains, and the most effective equipment. At last the kitchen has come into its own.

"Kitchens and Other Work Centers" is the title of Part II in *Household Management and Kitchens*, one of the many valuable publications which have resulted from the President's Conference on Home Building and Home Ownership. In this book is brought together the best that is accessible about household management—a great proportion of which centers in the kitchen, the room from which emanates to a large degree the comfort, health, and general well-being of the family members. A kitchen can be more than a drab, time-saving, service station. While it is a workroom, it can preserve the spirit of beauty and comfort which made the old-fashioned kitchen truly the center of the home.

MAGAZINE FOR SCHOOL OFFICIALS

Understanding the Child, a magazine for teachers which is published four times a year, represents a fine piece of work by the Massachusetts Society for Mental Hygiene. It is sent free to the public school teachers of Massachusetts, to school physicians, school nurses, members of school committees, school superintendents, and faculties of state normal schools. In its April issue the editorial, the case studies, the seven articles by experts, were devoted to giving teachers an understanding of the backward child. So great is the value of this publication that through the interest and endorsement of Dr. Leon W. Goldrich, Director of the Bureau of Child Guidance of the New York City Public Schools, over 7,000 New York City teachers have recently become subscribers. The magazine is financed by the Godfrey M. Hyams Trust Fund.



~ A Parent-Teacher Program ~

FOR NOVEMBER



II. PROMOTING GOOD READING

As evenings become longer, firesides cozier, and indoor occupations more attractive, parents and teachers turn their attention increasingly to "Promoting Good Reading" for those in their care. So this is our topic for parent-teacher associations interested in developing this subject for the November meeting. It is doubly appropriate because Book Week is November 13-19. Good reading will be of particular interest to committees relating to Home Education and Library Extension. The program and project suggestions may be modified and adapted to fit the needs and resources of the associations using them. For leaflets outlining this entire *Parent-Teacher Program*, free to subscribers to CHILD WELFARE and to officers of Congress units, write to CHILD WELFARE MAGAZINE, 1201 16th Street, N. W., Washington, D. C.

THE great problem that confronts parents and teachers is to guide the child's reading until a taste for good literature has been formed." —TERMAN and LIMA in *Children's Reading*

MUSIC BY MOTHERSINGERS

BUSINESS MEETING

(15 Minutes)

- a. Consider matters of business which have not been referred to the Executive Committee, or which have been referred by the Executive Committee to the general meeting, with recommendations to be voted upon.
- b. Present reports of committees working on projects connected with the October program.

GENERAL FEATURES

(15 minutes)

Excerpts from messages of State and National presidents. (See current numbers of state bulletin and CHILD WELFARE.)

Digest of a recent article in CHILD WELFARE.

MAIN PROGRAM

(30 minutes)

(In charge of chairman of Program, Home Education, or Library Extension Committee)

Talk by a parent or a teacher: **Methods of Cultivating Good Reading Habits.**

(Points to bring out: the stimulation of reading through—story-telling and reading clubs in libraries; use of posters, pictures, and book jackets; exhibits of books; visits to places mentioned in books; distribution of reading lists; dramatization of scenes described in books; attendance at the movies based on books; radio story hour; good books in the home.)

"One of the greatest goods for a child is that he shall grow up in a house with books. A circulating library in the same street will never take the place of books in the home—books in wall cases, in racks and stands, on the tables and window seats, and on the kitchen mantel shelf beside the clock."—KATE DOUGLAS WIGGIN

General discussion of what opportunities the town or community offers for exposing children to good books.

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- Terman, Lewis, and Lima, Margaret. *Children's Reading*. New York: Appleton. \$2.50. Chapters III, V-XI.
- Children's Reading*. Report of the White House Conference on Child Health and Protection. New York: Century. 75¢. Pp. 5-20.
- CHILD WELFARE: "Bookshelf." Winnifred King Rugg. November, 1932.
- "Boys and Girls Know What They Like." Helen Ferris. This issue, p. 69.
- "Ready-Made Collections of Children's Books." Eva Cloud Taylor. September, 1932, p. 15.
- "The Machine Age, the Child, and the Book." Flora deGogorza. November, 1931, p. 140.
- "Getting Ready for Book Week." Frances Ullmann. October, 1931, p. 85.

Talk by a librarian: Some Old and New Books for Young People.

(Suggestions: This talk may be given by the librarian of the public or school library; or, if there is no librarian available, by a parent who is familiar with books. It may include the showing of some of the books exhibited, and even a five-minute dramatization of a scene in one of them, presented by grade school pupils at an afternoon meeting, or by parents or high school pupils at a Friday evening meeting. The entire 30 minutes may be devoted to one talk—followed by discussion—if desired.)

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- Children's Library Yearbook: Number Three*. Chicago: American Library Association. \$1.35.
- Terman, Lewis, and Lima, Margaret. *Children's Reading*. See above.
- CHILD WELFARE:
- "Boys and Girls Know What They Like." Helen Ferris. This issue, p. 69.
- "The Book Shelf." Winnifred King Rugg. November, 1932; December, 1931, p. 250; November, 1931, p. 186.
- "The Machine Age, the Child, and the Book." Flora deGogorza, November, 1931, p. 140.

SOCIAL PERIOD

Visit exhibit of books arranged by the librarian, the English teacher, the parent who gave the talk, the Home Education committee, or by a special committee appointed to arrange the exhibit.

PROJECTS

1. Prepare in advance, for use at this meeting, a graded exhibit of the best books for children in your school.
2. Build up and improve home libraries.
3. Work with the public library:
 - a. For a children's room in the public library
 - b. For a parents' bookshelf in school or public library
4. To secure a county library

(See: "The P. T. A. at Work." CHILD WELFARE. This issue, p. 98.)

(See: Congress leaflet, "Library Service for Everybody"; pamphlets on the county library, issued by the state library extension agency and the American Library Association, usually available from the local library or the state library extension agency at the state capital; "The Superintendent Makes a Discovery: The Answer to the Rural School Reading Problem," by Lucile F. Fargo, single copies available, free, from the American Library Association, Chicago; Congress *Proceedings*, 1932, p. 172. \$3.00.)

4. Observe CHILD WELFARE MAGAZINE Week—November 14-19—by promoting a subscription campaign.

(Secure information about conducting the campaign from your local or state CHILD WELFARE MAGAZINE chairman.)

5. Observe Education Week—November 7-13—by making a study of the library facilities in your school.

(Choose a project or projects from the above list which your association can carry out.)

Explanation of References. For the assistance of program chairmen and speakers, each topic in the above program is followed by several references. These are not all needed to develop the program and will not be equally available, but make possible a choice of material.

A certain number of the Congress publications referred to are sent free to local units of the National Congress through their state offices. For full list of Congress publications, with prices, apply to the National or State Office for Order Blank.

A Parent-Teacher Program for December: "World-Wide Citizenship"—to be published in the November issue of CHILD WELFARE

Are You Posted on Committees?



DEPARTMENT OF EDUCATION

THE close of the year 1931-32 was marked for the Department of Education by the addition of two new national committees and changes in the chairmanship of several others.

Education for the Eighteenth Amendment was in the hands of a subcommittee of *School Education* until the Convention of the National Congress of Parents and Teachers in May, 1932, when it was raised to a full national committee. The Congress is fortunate in securing as chairman of this committee one of the most outstanding educators in the country, Dr. Willis A. Sutton, superintendent of schools in Atlanta, Georgia, and formerly president of the National Education Association. Dr. Sutton, who handled this work when it was under a subcommittee, is deeply interested in the entire program of the National Congress of Parents and Teachers, and can be counted upon to make a significant and far-reaching contribution to Congress activities.

The National Congress has for a long period been interested in the question of international relations and has so expressed itself in its resolutions from time to time. At the 1932 Convention of the Congress it was decided that the organization should take a more active interest in this field of increasing importance, and a *National Committee on International Relations* was created with Mrs. A. H. Reeve, of Philadelphia, Pennsylvania, as the National chairman. It is not necessary to introduce Mrs. Reeve to members of parent-teacher associations who will remember with appreciation her excellent work as president of the National Congress.

Mrs. Reeve is now president of the International Federation of Home and School of which the National Congress is a member. With her keen insight into the organization and work of the Congress and her knowledge of international questions, Mrs. Reeve is unusually well qualified to direct the interests of our association along this line.

One of the sad events in connection with the Department of Education last year was the sudden death in December of Dr. Randall J. Condon, chairman of the *Committee on School Education*, who had so efficiently and lovingly served the National Congress. Soon after Dr. Condon's death, Dr. J. W. Studebaker, superintendent of schools in Des Moines, Iowa, was secured to direct the activities of the *Committee on School Education*. Already Dr. Studebaker has given evidence of his fitness to discharge the duties of this chairmanship effectively and efficiently. He has long been interested in parent-teacher work, and is ready to bring to this committee his rich experience in the educational field.

Miss Mary Leath, after two years as chairman of the *Committee on Kindergarten Extension*, found it impossible to continue her chairmanship for another term. Miss Leath rendered a good account of herself in directing this committee work and it was with regret that the Congress accepted her resignation. Fortunately the services of Dr. Charles W. Taylor, superintendent of public instruction of the State of Nebraska, were secured to carry on this important work. Dr. Taylor is much interested in this particular

phase of education and is prepared to further the kindergarten program of the National Congress.

Mr. Edgar B. Gordon, of the University of Wisconsin, was named chairman of the *Committee on Music* at the Minneapolis convention, but found it impossible to serve. Several other persons of marked ability are in mind for this post, one of whom will be chosen at an early date.

The work of the other committees in this department will go forward under the same chairmen who have given loyal and efficient

service to the Congress for a number of years. All chairmen, the new as well as the old, recognize that they face one of the most difficult years in the experience of the Congress. They realize that their service and cooperation in educational programs in home and school will be needed now as never before, and they are shaping their plans so as to make their strongest contribution to the task of "Safeguarding Childhood Through This Crisis."

CHARL O. WILLIAMS, *Director,*
Department of Education, N. C. P. T.

DEPARTMENT OF HOME SERVICE

AT the convention held in Minneapolis in May several changes were made in the committees under the Department of Home Service of the National Congress of Parents and Teachers.

The *Committee on Reading*, which includes both adults' and children's reading, was incorporated in the *Committee on Home Education*. The personnel of this committee now includes Miss Ellen Lombard, Washington, D. C., chairman of the committee, and Miss Clara Herbert, Washington, D. C., associate chairman of Children's Reading. The associate chairmanship of Adult Reading has not been filled.

Miss Lombard is no newcomer in parent-teacher work. As Associate Specialist in Home Education in the United States Office of Education, and as chairman of the *Committee on Home Education* of the Congress, she has given years of service to the National

Congress of Parents and Teachers and is well qualified to coordinate the work as it is now set up. Recently she prepared the material for a pamphlet issued by the Office of Education, on the "Opportunities for Parent Education" offered in the various states during the summer months, and she has made other important contributions to this work. Miss Herbert is assistant librarian in the Washington, D. C., Public Library and is chairman of the committee on Cooperation between the American Library Association and

the National Congress of Parents and Teachers, appointed by the American Library Association.

The work of the committees on *Spiritual Training* and *Social Standards*, together with that of the *Committee on Parent Training in Churches*, has been combined under a new committee called *Character Education*, with Dr. J. W. Artman, of Chicago, as chairman.



Under this committee are two subcommittees: *Spiritual Training*, Mrs. B. S. Winchester, of New York, associate chairman, and *Social Standards*, Mrs. Bert McKee, of Des Moines, Iowa, associate chairman.

While Dr. Artman is new in parent-teacher work, he is an authority in the field of character education. He is the executive secretary of the Religious Education Association, and editor of the magazine *Religious Education*. Dr. Artman was formerly a member of the faculty, in the Department of Religious Education, of the Divinity School of the University of Chicago, a position he resigned to enter his present work.

Mrs. Winchester has served for the past few years as associate chairman of the *Committee on Parent Training in Churches*. Mrs. McKee has had many years' experience in parent-teacher fields of activity and as chairman of the *Committee on Social Standards* did valuable work in promoting character education conferences among high school students.

Miss Adelaide Baylor, Washington, D. C., Chief, Department of Home Economics of the Federal Board of Vocational Education, has served since September, 1931, as chair-

man of the *Committee on Homemaking*, which was formerly called *Home Economics*. Miss Baylor ranks high in the educational world, having served last year as president of the National Council of Administrative Women in Education. The plans she has already developed for the *Committee on Homemaking* show her understanding of the possibilities of doing a definite piece of work through parent-teacher associations.

Mrs. Ella Caruthers Porter, of Dallas, Texas, chairman of the *Committee on Thrift*, needs no introduction to parent-teacher workers. She served her native state, Texas, as its first president, and is at present an honorary vice-president of the National Congress, and one of the members of the National Board of Managers who have given longest service.

If each state Congress had committees which corresponded to these in the Department of Home Service, the question of serving the states would be simplified. The department will do its utmost to assist each state through such channels as the state provides.

MONA W. HOPKINS, *Director,*
Department of Home Service, N. C. P. T.

WHAT DO YOU THINK?

Check each of the following statements as either true or false. Then turn to page 101 for the right answer.

1. Comparative grading is one of the most serious handicaps to sound education. True..... False.....
2. A good way to cure little children of too much mischievousness is to show anger and spank them. True..... False.....
3. If boys and girls are not interested in books of literary merit, it is better for them to read none at all as it is difficult to find good ones which interest them. True..... False.....
4. Every child of teen age should have an allowance and should be permitted to budget it for himself and to make purchases by himself. True..... False.....
5. For successful education of children we must have complete understanding and cooperation between home and school. True..... False.....
6. The more tired one is, the better one will sleep. True..... False.....



The first free kindergarten established in Washington, D. C., through the generosity of Mrs. Phoebe A. Hearst, a Congress founder

A PUBLIC NURSERY SCHOOL

A POINTER FROM RIDGEFIELD, CONNECTICUT,
ON GETTING A PUBLIC NURSERY SCHOOL

By DOROTHY GOVE • Secretary, New England Extension, Child Education Foundation

How often workers in the field of pre-school education hear eager parents bemoan the fact that this progressive form of education cannot (seemingly) be added to the public school system! Since nursery and preschool classes have come into being mainly in private schools and endowed settlements, most parents feel that financing such classes would be impossible within the public school. They think of school boards to be convinced; of the public sentiment to be aroused; of the too-often plain and ugly schoolroom and building which would fail to make a suitable environment for the very small child; and of the apparently endless number of problems that might arise. No wonder these parents become disheartened and feel the obstacles insurmountable!

Perhaps it might cheer them to learn how, in one instance, at least, a preschool class has become a part of the public primary school system in the Garden School of Ridgefield, Connecticut. The creating of this class is a fine example of what may be accom-

plished by eager, enlightened community spirit, when once aroused.

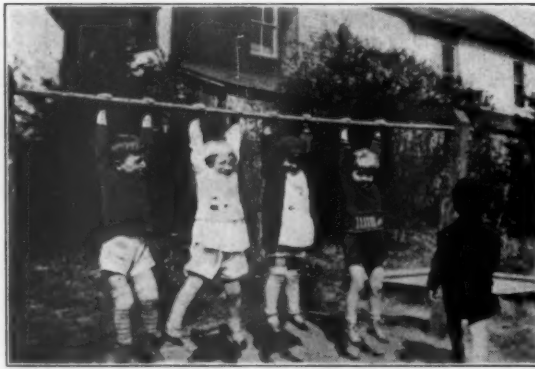
The preschool class was started four years ago, primarily through the interest and effort of the chairman of the Schools' Gardens Committee of the Ridgefield Garden Club who conceived the plan of reconditioning a vacant grammar school building for the special use of the preschool and kindergarten. The matter was taken up with the superintendent, the school committee, and the kindergarten teacher; and finally a preschool group was established.

The chairman and her Gardens Committee went to work with enthusiasm. The building was thoroughly cleaned and the walls painted in soft, pleasing colors: the hall in cream and green, the preschool room in cream and a tint of orange, the kindergarten room in cream and blue, and the playroom in pink and blue. The parent-teacher association cooperated by painting the parent-teacher room in cream combined with Chinese red and black. The Gardens Com-

mittee and its chairman assumed the expense of painting, furnishing, and equipping the preschool room.

At the expense of the Gardens Committee a high wire fence was built around the back yard, the back lawn was graded, and shrubs and evergreens were planted. The Village Improvement Society built a picket fence about the school's front lawn, graded the lawn, laid concrete paths, and planted shrubbery. The school committee repainted the whole building. Thus all the town's organizations united to make a place of charm for the youngest members of the community.

From time to time the Schools' Gardens Committee has made gifts to the school. First a larger outdoor sand box; then a gymnastic bar; and later a see-saw, swings, and a triple slide previously owned by the kindergarten completed the outdoor play equipment.



Having fun at the Garden School

After the first year the first grade was moved to the new school so that now all the youngest groups are sharing the same happy environment.

The same spirit of community cooperation was shown in solving the problem of the preschool teacher's

salary. That expense has been shared by the Schools' Gardens Committee and the Town of Ridgefield. Doubtless in time the town will be responsible for the entire salary.

IN this colorful and carefully planned environment about twenty children between the ages of two and a half and four years work and play happily together for three hours each morning. Without fear of restraint, and with their teacher as a guide, they move about freely at their self-appointed tasks. Some dust the shelves and polish the little brass bowls while others



Learning to feed oneself at the Garden School

sweep the floor and rugs or busily wash tables and chairs, arrange flowers, and water the plants. All this, not for the sake of developing a class of expert housekeepers, but to create a sense of order and responsibility as well as greater muscular control and coordination through means which are familiar to every household of every type and class throughout the country. Other children* are working with the Montessori materials, by means of which they are gaining their first knowledge of numbers and letters, or perhaps they may be yearning to match the fascinating color tablets. The littlest ones thoroughly enjoy the difficult task of buttoning and unbuttoning, snapping and un-snapping the dressing frames which help in the familiar struggle of learning to dress oneself.

After this first period of work comes one of music, rhythms, and songs. Then lunch time when tables are set and cleared by the children themselves. Crackers and milk or fruit brought from home in small lunch boxes are eaten hungrily to the accompaniment of lively conversation. When all is put in order, the remains of lunch neatly disposed of, and dishes placed in cupboards, all the children run out to the large playground to spend the rest of the morning playing games or enjoying the apparatus. In stormy weather the parent-teacher room is used for play, so at no time are these littlest ones deprived of a period of relaxation and free muscle-building activities.

The small town of Ridgefield thus sets an inspiring example of achievement to countless towns, both large and small, throughout the country which are anxious to do their best for the very youngest children.

DO not subscribe to **CHILD WELFARE MAGAZINE** through persons who are strangers to you. Subscribe to it through authorized officers or chairmen of Congress parent-teacher associations. **CHILD WELFARE MAGAZINE** employs no commercial agents or solicitors, and clubs only with publications of state Congresses.

October, 1932

THREE important opinions . . . and a conclusion

- 1 "By the end of the fifth year his (any individual) personality has crystallized. The meaning he gives to life, the goal he pursues, his style of approach and his emotional dispositions are all fixed."—Alfred Adler in "What Life Should Mean to You."
- 2 "After fifteen the reading tastes that will last through life have pretty definitely taken form."—Lewis A. Terman in "Children's Reading."
- 3 Two years ago Owen D. Young gave to St. Lawrence University a fundamental library of 150 classics. A knowledge of these, he believes, is essential to sound thinking and clear expression. He states:
"I say with conviction and confidence that the cultural education still has the advantage over other fields of preparation in training men for high positions in management—because a broad and balanced cultural education is the best qualification I know of for broad and balanced judgment."—Owen D. Young, American Magazine, February, 1932.

Conclusion . . .

Expose your child to fundamental literature at an early age if you would establish the right reading habit which largely determines the attitudes essential for achievement. Since a child receives his ideals and standards in the home, parents must secure the right tools to use NOW. Whatever the economic conditions, these years should not leave a scar on our children's development.

MY BOOKHOUSE

Is a precious possession in any home, for its wide selection of fundamental literature has been chosen to present the right ideas to the child mind during the formative years. Stories, poems and rhymes from many countries and all ages provide a background which leads to intelligent interest in school work as a preparation for later years.

Mail the coupon for free booklet, "Right Reading for Children."

THE BOOKHOUSE FOR CHILDREN, Dept. 149A
360 North Michigan Avenue
Chicago, Illinois

Please send me your free booklet "Right Reading for Children." My children are (..... boy, age)
(..... girl, age).

Name

Address

The Same Menu for All



Small Servings
for the
Two-Year-Old



Medium Servings
for the
Six-Year-Old

Very
Generous Servings
for the
Ten-Year-Old



DINNER
Broiled Meat Ball
String Beans, Baked Potato
Bread and Butter, Lettuce
Baked Apple
Milk

**Wholesome Food Simply Prepared
Suits the Whole Family**

COURTESY U.S.
BUREAU OF HOME ECONOMICS

IMPLANTING KINDNESS IN CHILDREN

CHARACTER EDUCATION AND CARING FOR PETS GO HAND IN HAND

By LESTER BANKS

IN view of the appalling growth of criminality in this country, it seems almost incredible that any restraining influence would be neglected by parents and educators. Yet such is the case. Humane treatment of animals, taught to every child, in home and school, has not been adequately appreciated. Can anyone doubt that the use of such education, say forty years ago, would have gone far to lessen the crime of today? And should we not, with that realization, and with regard for posterity, establish such training for children in every American home and school?

Powerful influences are at work to convince the world that "heart education" should be given a 50-50 place with brain education in our schools; but meantime let us—every individual and especially parents—overlook no opportunity to interest children in the humane movement.

Logically, kindness to animals is among the very first lessons, for the reason that little folks are invariably interested in animals. A boy of four or five can understand a certain suggested attitude toward his dog or the birds, for instance, when similar relations with adults might be beyond him. And experience has proved that kindness to animals will recur in kindness to human beings.

One of the kindest men I have ever known received his first lesson on his father's farm. At the age of six he was found warming two baby chicks under his coat; and when pigeons were hatched while the spring weather was yet cold little George worried about them.

Contrast such a child with the budding gangster on the city streets! I firmly believe that every child should have some association with pets or stock animals; there is nothing that will quite take its place as a foundation for humane principles.

There is no higher education than that of kindness, gentleness, consideration. The parent whose sole educational effort concerns his child's scholastic progress should recall old Humboldt's words: "Cruelty to animals is a characteristic vice of vulgar people." Real education must include refinement and the elements of culture, and is absolutely incompatible with cruelty.

Current events are confirming the words of whoever it was that said, "The spirit of cruelty is the deadliest enemy to a high civilization." The nature of the crimes now horrifying us almost daily indicates some serious defect in our primary education; and it may be significant that the murderers and torturers never heard anything about kindness to animals when they were boys.

Man is the animal's god. Supervision and care of a pet gives a child a certain self-respect and responsibility hard to duplicate by any other provision. *You* cannot take the animal's place—not with all your theoretical teachings. Where is the boy who kept the big dog from fighting his little dog, who blanketed his pet on cold days—then, as a man, committed premeditated murder? You do not find him.

A regard for the rights and feelings of whatever has feeling is the cardinal principle of civilization.



From Our Dumb Animals.

October, 1932

A REAL ASSOCIATION OF FATHERS, MOTHERS, AND TEACHERS

HOW ONE UP-AND-COMING P. T. A. MADE ITS PROGRAM VITAL

By FRANCES HILL GAINES

IN South Pasadena, California, a small residential city lying between Los Angeles and Pasadena, a junior high school was opened four years ago. This called for a new P. T. A., and the program committee of this new association was made up of women who had been members of a parent education class led by Dr. Gertrude Laws, of the California State Department of Education. Realizing as they did the need of parents for better understanding of these early adolescent children, the committee planned for excellent speakers on "The Social Needs of Junior High School Pupils," and other pertinent subjects. It soon became evident that this P. T. A. had a real piece of community service ahead of it—namely, to interpret to the citizens their new junior high school.

The new board, therefore, conferred with the principal and the faculty, who gave the most delightful cooperation, and together they planned for a winter of monthly programs, all to be held in the evening so that fathers and teachers, as well as mothers, might attend. The postal announcing the first meeting that autumn was worded something like this:

ARE FATHERS PARENTS?

We think so, and believe they want to know what their new junior high school is doing, meet the faculty, and really get associated. At our meetings this year we shall hear from teachers of each department, who will explain the work and answer questions. Come to the library at 8 o'clock—we promise to close at 9:30 sharp. Mr. John Smith will be chairman of the meeting and lead the discussion.

It was really a thrill to veteran P. T. A. workers, who had tried all sorts of competitive plans for getting out the parents, to see the fathers and mothers flock to this meeting. Business was cut as short as possible, and then how they did discuss the curriculum! For a junior high school was new to them; they did not understand that it was not simply a transferring of seventh and eighth graders from the elementary schools and ninth graders from the high school to a new building; but a new kind of institution, trying to do a new piece of work. There had been confusion and criticism; and now parents and teachers were really getting together to talk things over. Every meeting that year found a crowded library and a lively discussion.

The most important piece of work done was the clearing of the air in regard to home work. Parents were told exactly what was required, and why; the need of more work in the ninth grade was explained; the deans from the high school told of college requirements. As a result of the discussion which followed, a committee was appointed to send a questionnaire to all parents of both junior and senior high school students in order to discover how much home studying was being done. Two months later the meeting was given over to a discussion of the results from this questionnaire. The committee had tabulated the answers and a teacher had made graphs visualizing the results for all to see. It was found that 60 per cent of the parents felt the home work was about

right in amount; almost exactly the same percentage felt that there was too little as felt there was too much. A great deal of good was done by openly thrashing out this question. Teachers were urged to make assignments more clearly and deliberately; and parents saw the need of their cooperation in providing quiet places for study.

Other subjects discussed were: "Children and Money," "Movies and Radio," "Adolescent Adjustments," "Music in Junior High Schools," "Physical Education."

SIMPLIFIED ROUTINE BUSINESS

So far the new P. T. A. had been organized along the old lines, but by this time it was felt that a simplified organization was highly desirable. Accordingly, a new constitution was drawn up, containing two or three important modifications in which other associations may be interested.

The greatest change made was in the manner of attending to business. It was found that the large evening meetings were scarcely long enough to finish the discussions, and that routine business bored many of the parents and teachers. It was therefore decided to try having all business except annual elections and amending the constitution carried on by a cabinet to be composed of the executive board and by one representative from each home room appointed by the teachers. Any parents who desire may attend these cabinet meetings at any time. This plan has now been tried for a year and found very satisfactory. The number of committee chairmen was considerably diminished, also, as many of them had too little to do. The part played by the home-room mothers

is a most vital one, as they are the links between the parents and the school. They try to call at each home, or at least to telephone; they help arrange for two grade teas each year and at least one home-room party; and they report any difficulties or suggestions to the cabinet. The principal, I should mention, is second vice-president of the association.

Another innovation of the new association: it assumes responsibility for some school social life by holding school dances four times a year. To these both parents and children are invited; and it is delightful to see fathers dancing with their daughters, and the girls "tagging" their principal. An admission fee is charged to these dances and a large part of the association's budget is thus raised. Many parents are very happy over this plan. They feel that it gives their adolescent sons and daughters much-needed social experience in a wholesome way; and needless to say, it is popular with the pupils.

A VITAL ASSOCIATION

As a result of these pioneering years of the junior high school P. T. A., a real association of fathers, mothers, and teachers has been formed, adapted to the needs of the school and the community. The "progressive" plan of education carried on in the school is now understood and appreciated by the parents, who are responding to the

school's invitation to visit classes, especially during the week set apart for each grade. Parents are saying to one another, "This is what a P. T. A. ought to be! The meetings are so interesting I wouldn't miss one of them." Parent education, also, is receiving a much needed stimulus through them.

During the school year 1931-32, Mrs. Gaines was First Vice-President and Program Chairman of the P. T. A. whose interesting work she describes in this article. She is also leader of the South Pasadena Senior High School Discussion Group in Parent Education which holds two sessions a year—six weeks each in the fall and spring, one morning a week.



Edited by HELEN R. WENTWORTH • 143 Cliff Road, Wellesley Hills, Mass.

COUNCIL PROJECTS

Ohio

For three years the Springfield Council has sponsored a Parent-Teacher Leadership Class. It is held in the Night High School, and meets for two hours once a week for ten weeks. The class usually begins in January, and ends in March. Each year about thirty people have taken the course, and many of these are now officers in the council and in the various local associations. The class is under the direction of principals of two junior high schools of the city.

The methods used in the conduct of the third class and the subjects discussed are interesting and extremely practical. The class was organized as "The Progressive Association." Officers were elected and committees appointed so that training in organization, installation of officers, and conducting an association was given. Parliamentary drill was held, and such subjects as "The Value of a Parent-Teacher Library," "Founders Day," "The Use of Parent-Teacher Literature," "Program Construction," "Summer Round-Up," and "Publicity and Pageantry" were discussed. There was a demonstration of an executive committee meeting, a question box was maintained, and a true and false test was given at one meeting. The course was summarized at the final session.

This same council has sponsored a program contest for two years. It has increased interest in well-planned and attractively printed programs. There are definite printed rules which govern the judging of the programs submitted in the contest. The prac-

tical result is better programs in local associations.—EDGAR G. WELLER, *Principal, Roosevelt Junior High School, Springfield.*

Louisiana

The Shreveport Parent-Teacher Council, consisting of twenty-three associations, exhibited a fine spirit of cooperative public service last spring when it asked the help of the city council in securing supervised recreation for the children of the city during the summer vacation.

The city council unanimously appropriated \$500 to match the \$500 the parent-teacher associations will raise to reinstate play supervision during the summer.

The parks and playgrounds under the plan will be opened each afternoon from four until nine-thirty, and the paid supervisors will be assisted by a corps of volunteers.—THE SHREVEPORT TIMES.

PARENT-TEACHER ROOM IN A PUBLIC LIBRARY

Minnesota

The Minneapolis Public Library maintains a parent-teacher room. On the open shelves are books about every phase of the science of education and representative titles on some related subjects. Parents use these books constantly, and grandparents frequently visit the room "to watch the trends of child psychology." The patrons are also interested in all material on character training, child guidance, mental health, and children's reading. A shelf of books for parents, kept in a conspicuous place in the

room, is a most effective feature of the work.

Pamphlets which give up-to-date information on subjects of interest to parents are to be found in the pamphlet file, along with educational directories, school laws for each state, etc. Catalogues and bulletins of schools and colleges are also placed in the room.

The magazine rack holds a colorful display of educational and child guidance periodicals. The cupboards contain unbound back numbers of periodicals, and on adjacent closed stacks are their bound volumes. Both these groups are in demand by various study groups.

The room has met a real need, and an atmosphere of work and study pervades it. —MARY A. TAWNEY, *Head of School Department, Minneapolis Public Library.*

PRACTICAL CONVENTION PLAN

Mississippi

At its convention last April, the Mississippi Congress held an Administration Conference. It was conducted from 9 to 10 A. M. on two consecutive days. The first morning was given to the discussion of county councils, and the second, to the local's responsibility to the county, state, and National through by-laws, budget, finance, observance of special days, history, publications, and county councils. Open discussion of the problems of a president ended the conference.—*Mississippi Parent-Teacher.*

MOVING PICTURE PROJECT

Connecticut

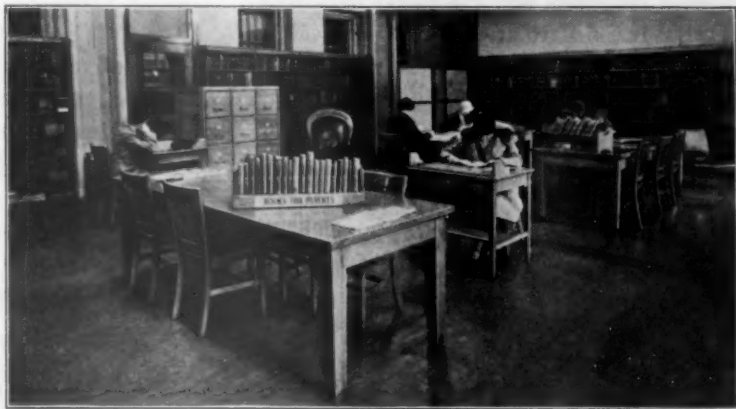
A better films council was organized recently by the Old Greenwich Parent-Teacher Association to provide the children of the community with suitable motion pictures. Old Greenwich has no theater, but fortunately the use of the auditorium of the new parish house of the Congregational Church was obtained. With a few adjustments and rearrangements to make it comply with police and fire regulations, this auditorium proved quite satisfactory.

The council found that there are many sources from which films may be obtained, and that they vary in cost from practically nothing to any amount the council feels justified to pay. It required considerable thought and effort, however, to select from this material a well-balanced program.

At the first junior matinee were shown "Simba," a Martin Johnson picture; a travelogue depicting a journey through the Canadian Rockies; and an animated cartoon. Piano music was furnished by capable volunteers, and Boy Scouts served as ushers. The school orchestra played several numbers. In this instance the program was repeated at night as a benefit performance, the proceeds being given to the local community fund.

Posters announcing the pictures were exhibited in the schools, libraries, and prominent shops. The local newspapers cooperated by giving the plan of the council liberal space, and the clubs assisted by announcing

The parent-teacher room in the Minneapolis Public Library



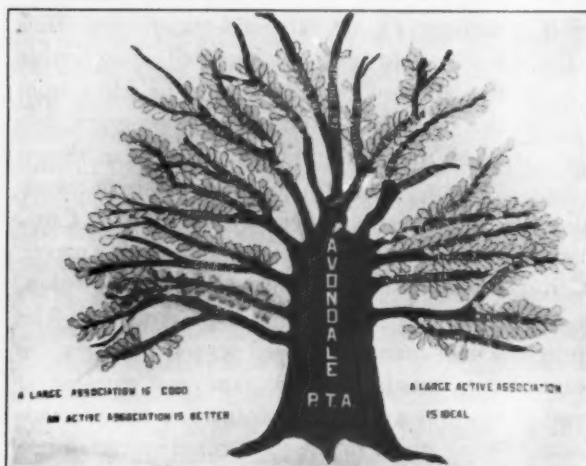
the program at their regular meetings.

The first matinee was a complete success. The council found that not only had expenses been fully covered, but a margin remained which could be applied to the further development of its plans. Best of all, the children had seen fine pictures, and enjoyed them.—MRS. A. W. LOCKWOOD, *President, Fairfield County Council, Riverside.*

A MEMBERSHIP TREE

Alabama

The Avondale Parent-Teacher Association of Birmingham used the membership tree



suggestion from CHILD WELFARE MAGAZINE at the time of its membership drive. Each limb represented a room of the school, and as members joined their names were written on leaves and placed on the correct limbs. The first room to have 100 per cent membership had all its leaves painted gold. The names of both parents were written on one leaf when both joined. (See picture above.)

It was found that the use of the membership tree created great interest among both parents and children, and since the tree is the symbol of the National Congress, its use seemed especially appropriate.—MRS. DAN S. MARTIN, *1415 Whitaker Street, South, Birmingham.*

HELPING WITH THE PROBLEM OF DELINQUENT AND HANDICAPPED CHILDREN

New Jersey

The parent-teacher associations of Camden County cooperate most heartily with the efforts to care for delinquent children. The associations appoint capable women in each district to act as "aids" or "big sisters" to any boys or girls who are released on probation from the Juvenile Detention Home. These workers keep in touch with the children, occasionally provide some form of recreation for them, gain their confidence, and endeavor in every way to help them find their places in society. It is the aim of the Juvenile Court and the parent-teacher associations to carry out Article Fourteen of the Children's Charter.—MRS. A. E. SCHEFLER, *Chairman, Juvenile Protection, Camden County.*

Missouri

During the past year, the theme of the Parent-Teacher Council of Cape Girardeau has been "Juvenile Protection." As a result, the council circulated a petition through the various associations in the city asking the city council to appoint a woman probation officer. Four hundred signatures were secured, and

the city has recently appointed a police matron for the protection of youth, and particularly for the help of the delinquent girls of the city.—MRS. LEO WAGNER, *Chairman, District Publicity.*

Maryland

A conference on "Juvenile Protection" was held at the Emerson Hotel in Baltimore. It was planned by the chairman of the Committee on Juvenile Protection of the Maryland Congress. The Judge of the Juvenile Court of Baltimore was chosen to speak and to lead the discussion. A representative gathering from local associations attended.

It was pointed out that the number of dependent and delinquent children is ex-

pected to increase greatly in the next five years because of economic conditions, and that organizations such as the Maryland Congress can greatly aid city and state child welfare efforts. The major influence of the home was also stressed.

Questions from the floor and discussion followed, and the conference brought to each one a sense of individual responsibility toward reducing the number of the state's dependent and delinquent children.—Mrs. J. Y. DAVIS, 2311 Garrison Boulevard, Baltimore.

California

Los Angeles has a Parent-Teacher Clinic which serves the handicapped children of the city. Medical and dental examination and treatment are given, glasses are fitted, and every kind of health examination and help is dispensed. Physicians give their services, and charges are made in proportion to what families can pay.—*Adapted from a News Sheet, Bureau of Handicapped Children.*

COOPERATION FOR MANUAL TRAINING

Massachusetts

The Bates Junior High School in Middleboro has been very successful in carrying out a manual training project. At a parent-teacher meeting, the principal of the school presented a "Bates School Report Card," giving the ratings as he felt the different phases of the school work deserved. When he came to manual training, he stated that in all fairness he could give only "D-minus-minus" because of the lack of vocational opportunities. At once a father made a motion that something be done. The president appointed a committee and things began to happen. The committee was enlarged from four to eight men who mapped out ways to convert an unused basement room into a manual training department.

The next step, naturally, was to appoint a committee of women to raise money. Entertainments and whist parties were held, and the interest in the project grew to such an

extent that on a holiday eighteen men worked the whole day building benches in the basement room and all gave their services. The school superintendent was able to draw on a fund for constructive work to finance the installation of lights. The town installed a heater. The 4-H Club agent cooperated by establishing handicraft clubs with two of the regular teachers to lead them. The parent-teacher association put in one dozen vices of excellent type, and additional shelves were built by two fathers who worked for half pay. Two fathers and two men teachers whitewashed and painted the room. A gift of \$500, presented by the trustees of a town improvement trust fund, was used for tools and equipment.

The following fall the committee resolved to reclaim and fit up another room as a sewing room for the girls, and it was voted to contribute the balance in the manual training fund to start this work. So we have the ingredients for success: a school principal with vision; parents who are willing to work; a superintendent who appreciates the value of parent power plus teacher power; and a community ready to cooperate in any worth while project.—ADA L. WEBBER, Executive Secretary, Massachusetts Parent-Teacher Association.

WHAT DO YOU THINK?

These are the answers to the true-false statements on page 90. The page numbers refer to pages of this issue of CHILD WELFARE on which discussions of the statements may be found.

- | | |
|------------------|------------------|
| 1. True, p. 73. | 4. True, p. 61. |
| 2. False, p. 65. | 5. True, p. 79. |
| 3. False, p. 71. | 6. False, p. 82. |

Be sure to save your copies of CHILD WELFARE. They are invaluable as references on parent education subjects and on problems of parent-teacher technique. They furnish an excellent foundation for stimulating P. T. A. programs.

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CONGRESS COMMENTS

The 37th Annual Convention of the National Congress of Parents and Teachers will be held at the Olympic Hotel, Seattle, Washington, May 21-27, 1933.

* * *

Mrs. Hugh Bradford, President of the National Congress, plans to attend state conventions to be held in October in Maine, New Mexico, and West Virginia.

* * *

Mrs. Raymond Binford of Guilford College, North Carolina, elected Historian of the National Congress at the Minneapolis Convention, is an experienced worker in Congress affairs. Just before her election as Historian she was president of the North Carolina Congress.

* * *

Mrs. C. E. Roe, National Field Secretary, gave parent-teacher courses at four Oklahoma colleges during June. An aggregate attendance of 2400 persons was reported. During July she spoke at four state teachers colleges in Missouri. Mrs. Roe will hold institutes and speak at state conventions in New England to be held between October 3 and November 5.

* * *

The High School Band of Little Rock, Arkansas, is made up of 70 boys all of whose parents are parent-teacher members. After appearing as the official band for the Confederate Veterans Reunion in Richmond, Virginia, in June, the boys went to Washington and gave a concert on the Capitol plaza on June 25, for the Vice-President of the United States and members of Congress.

* * *

Mrs. C. H. Thorpe, of Little Rock, Arkansas, Secretary of the National Congress of Parents and Teachers, represented the Congress at the Annual Convention of the National Congress of Colored Parents and Teachers which met in Alabama in July.

* * *

According to Congress statistics the average parent-teacher association has 45 members. The largest association is Burroughs Junior High School Parent-Teacher Association at Los Angeles, California, which has a membership of 1853.

* * *

Mr. B. H. Darrow, Chairman of the National Committee on Radio, and Director of the Ohio School of the Air, writes about an interesting experiment: "During the spring of 1932 we conducted one meeting over radio station W/LW in Cincinnati, a program which became an integral part of a large number of P. T. A. meetings. The local associations met, conducted their meetings until the beginning of the broadcast at 9:00 p. m., tuned in the radio program, listened to Garry Cleveland Myers and Mrs. Hamilton Shaffer, state president, and then each group resumed its local meeting with a discussion of the radio program which it had shared with the widely scattered audience."

Eight broadcasting stations in Tennessee have monthly parent-teacher programs.

October, 1932

MY CAREER

By ANNA L. NEWSOM

Career, did you say? I'm an artist.

I am working from daylight till dark
With soft blues and pinks, greens and lilacs
For my babies to wear in the park.

A sculptress? Ah, yes, I am molding
The habits and thoughts of my dears
Into kindness and unselfish duty,
So they'll give and get smiles more than
tears.

An actress? You'd never deny it
If you could spend with me a day.
I sing, dance, and mimic a warbler,
A hound, or a kitten at play.

I'm a teacher from dawning till evening;
I know—or else I must find out:
"Why is the grass green?" "How do crickets
sing?"
And "When is a soldier a scout?"

I'm a nurse; I must bandage a finger,
Or extract a briar from a toe.
The vitamins, proteins, and calories
Are things that I really must know.

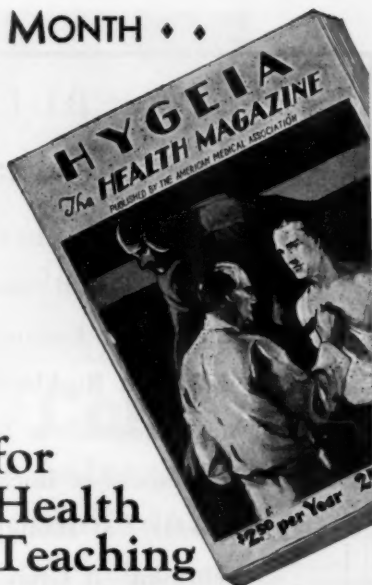
Yes, I'm actress, I'm cook, I'm a seamstress,
I'm nurse as I work the day through—
An artist, a laundress, a playmate.
Best of all, I'm the mother of two.



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- Maine—at Rockland, October 14-15
- Massachusetts—at Boston, October 27-28
- Minnesota—at Rochester, October 24-26
- Missouri—at Hannibal, October 10-14
- Nebraska—at Grand Island, October 12-14
- New Mexico—at Las Vegas, October 28-29
- New York—at Albany, October 2-8
- Ohio—at Columbus, October 12-14
- Pennsylvania—at York, October 11-13
- South Dakota—at Huron, October 20-21
- Tennessee—at Johnson City, October 25-27
- Utah—at Salt Lake City, October 27-29
- Virginia—at Suffolk, October 5-7
- West Virginia—at Huntington, October 24-26
- Wyoming—at Casper, October 3-5

October 3-7—Annual Congress, National Safety Council, Washington, D. C.

October 14-16—Annual Meeting, American Country Life Association, Oglebay Park, Wheeling, West Virginia

October 24-27—Annual Meeting, American Public Health Association, Washington, D. C.

BOYS AND GIRLS KNOW WHAT THEY LIKE

(Continued from page 72)

yet at the same time they will become absorbed in such a book as Jeanette Eaton's *Daughter of the Seine*, that splendid biography of Madame Roland, written against the background of the French Revolution—authentic history and the portrait of a courageous woman who held true to her ideals.

To find such books is a genuinely stirring adventure. We who are adults may embark upon our task with a sense of duty, but before long we find ourselves as enchanted with the possibilities in this field of books for boys and girls as are the young themselves. We find sheer delight in such books as Rachel Field's *Hitty and Calico Bush*, as Cornelia Meigs' *Swift Rivers*, as Maud and Miska Petersham's *Miki*, or Laura Adams Armer's *Waterless Mountain*. We sigh that the geography of our country was not given to us when we were young as Lucy Sprague Mitchell has given it to boys and girls in her *North America*. We wish we had had Frank Linderman's Indian legends so beautifully written in *Old Man Coyote*. And because our boys' and girls' interests may not be those which we had when we were growing up—in fact, because they probably won't be—new windows and doors open to us as we go on in our search.

And so to you all I wish you joy in your adventure. The books which await your discovery for your boy or your girl have their gifts to give to you, as well. But you will not find them unless you look.

THOUGHTFUL parents will never let their children lose confidence in the security of the home and family, but will also jealously guard each child's right for increasing independence and increasing control of his own life. These are the inalienable rights of childhood—their safeguards of normal wholesome development, physical, mental, and emotional."—LOIS HAYDEN MEEK



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BOOKSHELF



Rogers, James Edward. "The Child and Play." New York: Century. \$2.00.

Van Alstyne, Dorothy. "Play Behavior and Choice of Play Materials of Pre-School Children." Chicago: University of Chicago Press. Paper, \$1.00.

Rodgers, Martin. "A Handbook of Stunts." New York: Macmillan. \$3.00.

Sanford, A. P. "Little Plays for Everybody." New York: Dodd, Mead. \$2.50.

Sanford, A. P., compiler. "Peace Plays." New York: Dodd, Mead. \$2.50.

By WINNIFRED KING RUGG



"Play Is the Serious Business of Childhood"

THROUGHOUT the discussions and investigations of the White House Conference on Child Health and Protection the problem of children's play was found to have a bearing on many phases of the central theme. Reports of physicians, psychologists, and social and industrial workers all contained findings that showed the importance of play in child development. From this large mass of material James Edward Rogers, a pioneer in the establishment of public playgrounds, has culled the portions that relate to children's play, and presents them in a volume for lay readers called *The Child and Play*.

This book tells how present-day agencies are providing for normal expression of a child's desire to play, and in what respects they fail. City congestion, modern tension, the danger of street playing, increasing leisure, all demand greater and more intelligent attention to the subject of recreation.

"Play begins at home," Joseph Lee has said. "When the home ceases to be a place where the child may play, the reason for its existence will disappear." No community institution, especially in the life of the very young, can take the place of the home as a center for play. Mr. Rogers has been playground director; has taught courses in physical education and recreation; and is director of the National Recreation Association. He deals authoritatively with the findings of the Conference on such subjects as municipal recreation, the school and play, and leadership in play. But he stresses the statement that though society must provide opportunities for recreation outside the home, the home influence likewise must be strengthened.

Play for Little Children

PLAY Behavior and Choice of Play Materials of Pre-School Children, by Dorothy Van Alstyne, is derived from a study of children

in three preschool centers—the Winnetka and Franklin Public School Nurseries and the Garden Apartments Nursery School. The object has been to find out what kind of play material children of two, three, four, and five years choose first, use longest, and employ with the greatest amount of social interaction. Besides throwing light on the correct choice of play materials for nursery schools and kindergartens, the book aids in an understanding of the behavior of children at various age-levels. Out of the highly detailed list of play materials and children's reactions to them, a few general deductions can be quoted: "Blocks, clay, and doll corner are outstandingly interesting to all four age-levels," that is, for all children from two to five years old. "All ages show that raw materials have the greatest interest. From one-third to one-half of the time spent on raw materials was spent on some kind of blocks." "Similarities between boys and girls in their choice of material are greater than the differences," but boys tend somewhat more to active materials and girls to sedentary materials. "About 70 per cent of the five-year-old and almost 90 per cent of the two-year-old children play with materials without actively cooperating with one another."

Stunts for Older Children

A HANDBOOK of Stunts, by Martin Rodgers, is primarily for the teacher of physical education in junior high schools, but would be a popular addition to a young folks' library. Dr. Rodgers has found so many schools suffering from lack of adequate play space that he has worked out a program of stunts and self-testing activities arranged on the rotating-squad plan. Stunts are tasks just beyond the present reach of the performer, yet within his capacity, and can be achieved with practice. Dr. Rodgers' stunts are with slight modifications suitable for both boys and girls. They are devised to have an educational quality that will carry over into

the child's after-school hours and provide recreation for camping, picnics, children's parties, and neighborhood play. The directions are simple, illustrations numerous, and variety of stunts comprehensive.

Plays for All Ages

A. P. SANFORD, compiler of many collections of plays and pageants, has brought together twenty-three short plays for school children. *Little Plays for Everybody* contains plays mostly for children in the primary and grammar grades, with a few for those of junior high school age. They are easy to stage, costume, and perform, and in most cases the royalty is very small, or non-existent. Two of the plays, "Peter Pumpkin Face" and "Silver Bells and Cockle Shells," are by Marion Holbrook, who has contributed to this magazine.

* * * * *

Mrs. Sanford has also collected a group of eighteen short plays that show the uselessness of war or emphasize the virtues of peace. Some of the selections in *Peace Plays* are for boys and girls, others are for an entirely masculine or entirely feminine cast. A few of them seem difficult on account of the subtlety of the mood to be conveyed or the stage setting required. Perhaps nothing can inculcate the ideal of peace more thoroughly than the preparing and performing of a peace play that is sincere and convincing. It is hard to find such plays that both teach and interest. Mrs. Sanford's collection is not perfect but in many respects it is commendable.

In the article on "Ready-Made Collections of Children's Books," published last month under the name of Eva Cloud Taylor, the name of Winnifred King Rugg was omitted as the author of the comment upon *My Book of History*.

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ALL officers and chairmen of committees should have access to both CHILD WELFARE and their state bulletin, and some plan should be devised to make this possible whether through individual or group subscription. Successful work cannot be done without proper tools."—*The Colorado Parent-Teacher*.

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CONSULTATION SERVICE

QUESTIONS AND ANSWERS ON P. T. A. PROBLEMS

Study Groups and Preschool Associations—What is the difference between a preschool association and a study group?

A *preschool association* is an organization of parents of preschool children, kindergarten and nursery school teachers, prospective parents, and anyone interested in the welfare of the child under school age. The preschool association functions under its own by-laws, with elected officers and committee chairmen. Its programs and activities are planned in the interests of the preschool child. See the National Congress leaflet, "Preschool Associations," and the "Handbook," page 25.

A *study group* is a group of the members of a parent-teacher association, meeting regularly for reading or study in the broad field of parent education. Study groups are formed in all types of parent-teacher associations: preschool, grade school, and high school. The organization and conduct of study groups is given in detail in the Congress leaflet, "Parent Education," and in the "Handbook," page 23.

Officers and Committee Chairmen—How should officers and committee chairmen be informed of their duties?

At the first meeting of the Executive committee of the association, the Publications chairman should give to each member such Congress publications as relate to his particular service. Consult the "Handbook" for detailed suggestions regarding the duties of officers and committee chairmen. The Congress leaflet, "Installation Ceremony," gives a brief statement of the duties of officers. The National Order Blank lists the committee leaflets. Officers and committee chairmen need the "Handbook" and the pamphlet, "Activities, Projects, and Program Making," for constant reference.

Executive Committee Meetings—Where should the meetings of the Executive committee be held?

The meetings of the Executive committee should be held at a place determined by the majority vote of the committee.

Presiding Officer—Who should preside at the Executive committee meetings?

The president presides at Executive committee meetings, unless the by-laws of the association

determine otherwise, and participates in the discussions, makes motions, and votes without leaving the chair. "Parliamentary Procedure" leaflet, page 10.

Secretary—Should the secretary of the parent-teacher association also act as the secretary of the Executive committee?

Yes, usually. Consult your local by-laws for definition of duties. The report of the Executive committee meeting to the association may be given by the first vice-president or the secretary. See "Handbook," pages 15, 17, 44. "Parliamentary Procedure" leaflet, page 11.

Past President—Should a president retiring from office be made a member of the Executive committee?

No, unless the by-laws of the parent-teacher association carry such a provision. If the past-president is made a member of the Executive committee, it should be because of a present service, rather than of past service.

Executive Committee Duties—What is the responsibility of the Executive committee of a parent-teacher association?

The authority of this committee is limited to the business assigned to it by the by-laws of the association and referred to it by the association. These duties usually include creating standing committees and electing chairmen, selecting a general objective for the year, approving committee plans, receiving reports from officers and chairmen, discussing details of business, and making recommendations to the business meeting of the association. "Handbook," pages 17, 44.

Room Representatives—What are the duties of room representatives?

Room representatives seek to develop a friendly and cooperative spirit among parents, teacher, and pupils of the room they represent; to promote parent-teacher membership, attendance, and participation on the part of the parents of the children in the room. Their duties are many and varied, depending on the needs of the parents, teacher, and pupils of the rooms they represent. Many specific suggestions for service are given in the "Handbook," page 36.

The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. L. F. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.



Question—We are concerned over the question reaction of our four-year-old son. He is in good health, quick to perceive, and has good coordinative powers. But he has a very dim conception of questions. If asked, "What is your name?" he will reply, "What is your name?" We have been trying to get him to learn the names of colors. His reaction is very vague. Inattention and lack of interest are his characteristic attitudes to any question. He selects crayons by color with little difficulty. How would you handle this problem?

Why trouble your four-year-old child with so many questions? If he answers when you call him by his name, you need not be disturbed, because this proves that he knows his name. The name of the color does not interest him as much as the fact that he likes a red apple or a yellow flower. Evidently he is able to distinguish colors if he selects the crayons.

Avoid formalities with your small son. Let his life be spontaneous, happy, and free. Let him be interested and unhampered in his contacts with the everyday things of life such as his toys, picture books, plants, and the activities of father, mother, and friends.

In your conversation with him speak in a natural way of the red ball, the pretty flowers, father coming home, etc. Do this without forcing him to talk or asking him unnecessary questions. Little children learn by contacts with people and objects and by doing things, not by the formal teaching of questions and answers.

Remember, too, that the interests of small children should be considered. We must not expect them to respond to that which has no interest for them, no matter how much it may mean to us.

Many parents talk too much to their children. We must learn to guide and direct, but remember the principle of "keeping hands off" and give them an opportunity to develop normally.

Question—Our son of four years is in good health and advanced for his years in some re-

spects. But in the use of his powers of speech he is uncouth. Wry faces and contortions of tongue accompany speech. He is tempestuous in temper, roars and shrieks his desires, and will not yield to others without much persuasion and compulsion. I shall be grateful for a reply.

Have a physical examination made of your son to see if he has any defect which might affect his speech.

Then try to find out the cause of his anger. Perhaps he has been thwarted unnecessarily, repressed, or made the subject of nagging on the part of adults. If so, give him all the freedom possible within reason, and avoid petty things which annoy him.

Or again, perhaps he has learned to get what he wants by "shrieking" and temper display. See that his needs are provided for, that he is comfortable and free from danger. Then go about your duties. He must learn that he will get no satisfaction by a display of temper and that nothing will be gained by this method. This, of course, will take time and patience on your part. It is so easy to give in "just this time."

Keep him in good health with nutritious food and long hours of sleep at night and a nap during the day. Let him play out of doors as much as possible. Protect him from excitement, overstimulation, and criticism. This will help to prevent nervousness and irritability.

See to it that the adults in the family set the child a good example. Parents must not allow themselves to have outbursts of temper, as they have a bad effect on the child in their midst. Be happy and cheerful and learn to be calm. Be a source of joy and strength to the child. Speak clearly and in a soft tone of voice. These things have a wonderful effect upon all children and will especially help those who are easily disturbed.

Question—Should children be told about financial affairs in the home?

Young children can have a very small allowance. This may perhaps be used as their Sunday school offering. As they grow older it may be increased to meet the child's needs and desires. The amount will depend upon what it is to be used for and the child's growing ability to handle it. The purpose of the allowance is to give the child an appreciation of the value of money and an opportunity to learn the wise use of it.

The child should be taught that he has a part in the saving and spending of the family income. It is a mistake not to say anything about finances because by so doing children grow up in complete ignorance of the part they play in life. It is not necessary to go into details of family finances. As the children grow older more consideration may be given to this.

Children should not be worried about finances for this affects their sense of security. Neither should parents make money the chief concern of life or evaluate all things on a money basis.

(This department is conducted with the cooperation of the Committee on Parent Education of the National Congress of Parents and Teachers. Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)



By ELIZABETH K. KERNS • Associate Chairman, National Committee on Motion Pictures

Age of Consent—Dorothy Wilson-Richard Cromwell. R. K. O. Directed by Gregory La Cava.

A picture of supposedly present-day conditions in a coeducational college, demonstrating that flaming youth gets its knowledge through personal experience. The story is speedily paced, the young people frank, daring and with an utter disregard of conventions. There is no moralizing. No preaching. Of interest to those guiding and training adolescents.

Adults—see it. 14 to 18, unsuitable. Under 14, no.

American Madness—Walter Huston-Pat O'Brien-Constance Cummings. Columbia. Directed by Frank Capra.

A timely and virile melodrama in which a bank is saved from ruin by the loyalty of some of its depositors, and those who sought to ruin it properly punished. Acting and direction are splendid. The picture is well worth seeing.

Adults—excellent. 14 to 18, good. Under 14, hardly.

Aren't We All?—Gertrude Lawrence-Hugh Wakefield. Paramount. Play by Frederick Lonsdale. Directed by Harry Lackman.

An English comedy by an English cast which tells of philandering by some married folks, but "all's well that ends well."

Adults—amusing. 14 to 18, not recommended. Under 14, no.

Back Street—John Boles-Irene Dunne. Universal. Novel by Fannie Hurst. Directed by John M. Stahl.

A woman's sacrifice of herself for the love of a married man. Her happiness is in seeing him rise to prominence and success although her fate is to live furtively and quietly away from him.

Adults—depends on taste. 14 to 18, not recommended. Under 14, no.

Blessed Event—Lee Tracy-Mary Brian. Directed by Roy Del Ruth.

A newspaper reporter boosts the circulation of his paper by scandal he prints in his column which mostly forecasts "blessed events" that are to take place. Some of the stories get him into trouble, even reacting on his private life; but once a columnist always a columnist, so he keeps right on.

Adults—possibly. 14 to 18, no. Under 14, no.

Blondie of the Follies—Marion Davies-Robert Montgomery. Metro-Goldwyn-Mayer. Directed by Edmund Goulding.

A good cast wasted on a Great White Way story of Follies, girls, penthouse apartments, yachts, and men with money.

Adults—unsavory. 14 to 18, unwholesome. Under 14, no.

Bring 'Em Back Alive—Authentic record of the R. K. O. Van Beuren Malayan Jungle Expedition. Directed by Clyde E. Elliott.

One of the most interesting jungle pictures produced. Well worth seeing.

Adults—interesting. 14 to 18, of interest. Under 14, exciting.

By Whose Hand?—Ben Lyon-Barbara Weeks. Columbia. Directed by Ben Stoloff.

An escaped criminal, a prisoner going to jail, a lovely young woman, a breezy newspaper reporter, and

a jeweler with a valuable diamond bracelet in his possession are all on a train which becomes the scene of theft, murders, and a wild ride. Of course the newspaper man is the hero.

Adults—perhaps. 14 to 18, very exciting. Under 14, no.

Congorilla—Mr. and Mrs. Martin Johnson. Fox. Expedition in Central Africa with much that is amusing, particularly the pygmies.

Adults—unusual and amusing. 14 to 18, exciting and amusing. Under 14, exciting.

Crooner—David Manners-Ann Dvorak. First National. Directed by Lloyd Bacon.

A burlesque of crooners and radio which has little appeal as it is more malicious than funny.

Adults—poor. 14 to 18, better not. Under 14, no.

Devil and the Deep—Tallulah Bankhead-Gary Cooper-Charles Laughton. Paramount. Directed by Marion Gering.

Against the romantic background of the North African coast and the neighboring Sahara is enacted a dramatic story of love and jealousy. The commander of a British submarine, obsessed to the point of insanity that his wife is unfaithful, drives her into a love affair with a young officer of his command. The brooding husband loses his mind and wrecks the sub with his as the only life lost. Beautiful undersea photography.

Adults—interesting. 14 to 18, no. Under 14, no.

Downstairs—John Gilbert-Paul Lukas. Metro-Goldwyn-Mayer. Directed by Monta Bell.

Cheap, amorous adventures of a chauffeur and his backstair pursuit of women.

Adults—sordid. 14 to 18, trash. Under 14, no.

Down to Earth—Will Rogers-Irene Rich. Fox. Directed by David Butler.

In more serious vein is this Rogers picture. As a business man and father his efforts are directed to trying to restrain his family in a wild orgy of spending. Engrossed in the social whirl they ignore his protests until the crash descends upon them.

Adults—good. 14 to 18, good. Under 14, yes.

Dr. X—Lionel Atwill-Lee Tracy. First National. Directed by Michael Curtiz.

A fantastic murder thriller in which the greatest surprise comes in the unmasking of the murderer. Part of the picture excellently done in technicolor adds to the thrills and chills and weird effect.

Adults—top-notch thriller. 14 to 18, much too thrilling. Under 14, no.

Drifting Souls—Lois Wilson-Theodore Von Eltz. First Division. Directed by Louis King.

Plot concerns woman lawyer who sells her services for a year to obtain much-needed money. She innocently becomes involved with racketeers and the law.

Adults—mediocre. 14 to 18, no. Under 14, no.

Forbidden Company—Sally Blane-John Darrow. Chesterfield. Directed by Richard Thorpe.

A wealthy man interferes with the love affair of his son and a poor girl. The boy's mother sympathizes with the youngsters and helps to reconcile the father. Good, clean entertainment.

Adults—wholesome. 14 to 18, pleasing. Under 14, perhaps.

REVIEW

Hold 'Em, Jail!—Bert Wheeler-Robert Woolsey-Edna May Oliver. R. K. O. Radio. Directed by Norman Taurog.

Football and romance portrayed against the background of a state prison, where a pair of adventurers land when they boast of their imaginary prowess while visiting a tough dive where "scouts" of the jail are looking for talent to make up their team.

Adults—amusing. 14 to 18, yes. Under 14, doubtful.

Hollywood Speaks—Genevieve Tobin-Pat O'Brien. Columbia. Directed by Eddie Buzzell.

An ambitious girl becomes a Hollywood star, then forgets the man who helped her realize her ambition. Later involved in a murder and threatened by a blackmailer, she turns to her former friend for aid.

Adults—passable. 14 to 18, unsuitable. Under 14, no.

Horse Feathers—Four Marx Brothers. Paramount. Directed by Norman McLeod.

The Marx Brothers stage a riot of nonsense on the college campus, ably abetted by Thelma Todd. Innovations in play and schemes to win in football will interest and amuse its devotees. Some touches of vulgarity.

Adults—matter of taste. 14 to 18, funny. Under 14, funny.

Life Begins—Loretta Young-Eric Linden. Warner Bros. Directed by James Flood.

The entire scene takes place in a maternity hospital ward. The woman who does not want her baby, the one who loses her baby, the middle-aged woman who leaves five at home to enter the hospital to have the sixth are shown. All the situations that are likely to happen are pictured, even the frantic husband waiting for the "blessed event." The purpose of such a picture is a mystery.

Adults—?. 14 to 18, by no means. Under 14, no.

Love Me Tonight—Maurice Chevalier-Jeanette MacDonald. Paramount. Directed by Rouben Mamoulian.

A romantic comedy of a princess and a tailor in which an excellent cast, superlative direction, intriguing music, and splendid camera work combine in making an outstandingly clever and artistic film. The dialogue is brilliant, the songs alluring, though both at times are insinuating and risqué.

Adults—clever and artistic. 14 to 18, too mature. Under 14, no.

Movie Crazy—Harold Lloyd-Constance Cummings. Paramount. Directed by Clyde Bruckman.

Fun for everyone in watching the dark-rim-spectacled star breaking into the movies.

Adults—amusing. 14 to 18, very funny. Under 14, exciting and funny.

Passport to Hell—Elissa Landi-Alexander Kirkland. Fox. Directed by Frank Lloyd.

An Englishwoman of questionable reputation enters a German colony in Africa at the outbreak of the World War. Threatened with internment as an alien by the commanding general, she marries his son. The young couple go to the husband's outpost in the jungle where love, treason and tragedy follow. The direction and cast are good. Miss

Landi gives her usually excellent performance. **Adults**—good drama. 14 to 18, not recommended. Under 14, no.

Skyscraper Souls—Warren William-Maureen O'Sullivan-Norman Foster-Gregory Ratoff. Metro-Goldwyn-Mayer. From the story by Faith Baldwin. Directed by Edgar Selwyn.

A spectacular romantic comedy drama in which a New York skyscraper, the world's tallest building, serves as the theatre of action. The story of the fulfillment of one man's life ambition to build a skyscraper. How he succeeded, through fair and unfair methods, at all times ruthless in his dealings. Out of the toil and strife of the occupants comes a series of little dramas which, suddenly converging, become one single drama with a most tragic ending. Well portrayed.

Adults—most interesting. 14 to 18, hardly. Under 14, no interest.

Speak Easily—Buster Keaton-Jimmy Durante-Thelma Todd. Metro-Goldwyn-Mayer. Directed by Edgar Sedgwick.

A slapstick comedy of small town stage troupers who annex a supposedly wealthy college professor as their "angel" or backer. The picture abounds in low comedy carried to the extent that it is spoiled as family entertainment.

Adults—hardly. 14 to 18, no. Under 14, no.

Strange Interlude—Norma Shearer-Clark Gable-Alexander Kirkland-Ralph Morgan. From stage play by Eugene O'Neill. Directed by Robert Z. Leonard.

A creditable transfer to the screen has been made of O'Neill's stage play. Discrimination and tact are used in handling delicate and difficult situations. As in the play, dialogue and thoughts are given, the latter cleverly done by means of a special sound track. As the neurotic Nina, Miss Shearer's interpretation is outstanding.

Adults—interesting. 14 to 18, unsuitable. Under 14, no.

Successful Calamity—George Arliss-Mary Astor. Warner Bros. Directed by John Adolf.

The father in a rich and modern family, away for a year, finds on his return that the family is so busy socially that not one member has a moment to spare for him. The method he takes to secure their company is novel, but it works to the satisfaction of all.

Adults—excellent. 14 to 18, very entertaining. Under 14, good.

Thirteenth Guest, The—Ginger Rogers-J. Farrell McDonald. Novel by Armitage Trail. Monogram. Directed by Albert Ray.

A weird mystery film of a deserted house in which there are many thrills and murders for those who like them.

Adults—matter of taste. 14 to 18, depends on nerves. Under 14, no.

White Zombie—Bela Lugosi-Madge Bellamy-John Harrison. United Artists. Screen play by Garnett Weston. Directed by Victor Halperin.

White Zombie is concerned with Haiti's superstition of the living dead; corpses disinterred and animated by witchcraft and consigned to work on the plantations in the sugar mills. A gruesome and fantastic story, not to be taken seriously.

Adults—matter of taste. 14 to 18, gruesome. Under 14, no.

LEGISLATIVE NOTE.—According to Harrison's Reports the BROOKHART BILL is now reported out of Committee and will be acted upon by the Senate at the next session. Its order number on the Calendar is 1079.

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